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ABSTRACT Reading-related projects and reports processed by the ERIC Clearinghouse on Reading were selected from "Research in Education," January 1969 through December 1969, for inclusion in this abstract bibliography. The total list of 391 document references is divided into two parts. Documents in Part I were processed for quick availability and, therefore, appeared in the first few pages of each issue of "Research in Education" prior to the regularly numbered documents. These cited documents are available from the ERIC Document Reproduction Service (EDRS). Part II lists the remaining documents processed for the specified issues of "Research in Education." Many of these documents are available from the ERIC Document Reproduction Service; those which are not available from EDRS are identified within the entry, and in some cases source information is included. Entries are arranged chronologically by RE number, and each entry contains citation data, index terms, price information, order number, and a descriptive abstract. An index by major descriptor terms, an author index, and ordering instructions for microfiche or hard copies from the ERIC Document Reproduction Service are also included. (CM)							

ED 039 391



ERIC
CRIER

**reading
review
series**

Research on Reading
from Research in Education
Supplement 1

Dr. James L. Laffey
ERIC/CRIER Project Director

Bruce Tone
Director of Publications

AA 000 569

ERIC/CLEARINGHOUSE ON RETRIEVAL OF INFORMATION AND EVALUATION ON READING

... a national clearinghouse to organize and disseminate significant research, information, and materials on reading to teachers, administrators, researchers, and the public. A joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of USOE.

ERIC/CRIER READING REVIEW SERIES

Bibliography 28

Research on Reading
from Research in Education
Supplement 1

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June 1970

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes, and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of the USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

This bibliography was prepared pursuant to a contract with the Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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Information on the ERIC System:

ERIC

ERIC is a decentralized, national information system which acquires, abstracts, indexes, stores, retrieves, analyzes, and disseminates significant and timely educational information. ERIC's full name is the Educational Resources Information Center, and it is funded through the Bureau of Research, USOE. ERIC was founded to reduce limitations in the identification, transfer, and use of educational information. In short, the major goal of ERIC is to enable school administrators, teachers, researchers, information specialists, professional organizations, graduate and undergraduate students, and the general public to keep up-to-date on research and research-related knowledge in education. ERIC accomplishes this through strengthening existing educational information services and providing additional ones.

ERIC/CRIER

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER) is one of the 19 clearinghouses in the ERIC system. ERIC/CRIER is located at Indiana University and is a joint project of the International Reading Association and the University in cooperation with USOE. Each of the clearinghouses in the ERIC system operates within a specific area of education defined in its "scope" note. ERIC/CRIER's domain of operation includes:

...research reports, materials and information related to all aspects of reading behavior with emphasis on the physiology, psychology, sociology, and teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.

Introduction

Research on Reading from Research in Education, Supplement 1 provides a list of reading projects and reports processed for Research in Education by the staff of the ERIC Clearinghouse on Reading. Each edition of Research in Education from January 1969 to December 1969 was reviewed and the reports and projects relating to reading were selected for inclusion. This bibliography lists 391 informative documents each with an abstract. Part I of the bibliography lists those documents which were processed by the Clearinghouse staff as quick availability documents (Q.A.D.). Normally, all reading documents would have an RE 000 000 document number as well as an ED 000 000 document number listed in Research in Education. However, since the input of these documents was facilitated for quick availability, they were assigned an AA document number and appear in the first few pages of each issue of Research in Education instead of being listed with the other RE documents. Part II lists the rest of the documents processed by the Clearinghouse staff for Research in Education. Many of the documents are available from the ERIC Document Reproduction Service; those which are not available from EDRS are designated within the entries.

Each entry in the bibliography includes citation data, index terms, and a descriptive abstract of the contents of the document. For each of those documents available from the ERIC Document Reproduction Service, 4936 Fairmont Ave., Bethesda, Maryland, complete information on microfiche and hard copy prices is included along with the ED number necessary for ordering the document. Detailed instructions for ordering documents from the ERIC Document Reproduction Service are given at the end of this bibliography on page 309.

Research on Reading from Research in Education, Supplement 1 is arranged chronologically by RE numbers. It includes an index by major descriptors, which gives both the page and the item number of entries by their classifications. A second index gives the page numbers of entries by author.

Research on Reading from Research in Education, Supplement 1 is part of the ERIC/CRIER Reading Review Series which was created to disseminate the information analysis products of the Clearinghouse. Four types of documents appear in the Series. The first type includes bibliographies, with descriptive abstracts, developed in areas of general interest. The second type consists of bibliographies of citations, citations and abstracts, or citations and annotations developed on more specific topics in reading. The third type provides short, interpretive papers which analyze particular reading areas. The final type is composed of monographs which evaluate research findings in a given field, provide guidelines for applying this research to classroom practice, and identify research needs.

ERIC/CRIER publications utilize the Basic Reference Collection which includes more than 7,000 citations covering research and research-related

reports on reading published since 1900. Following is a description of all Basic References, each of which can be ordered by ED number in microfiche and hard copy reproductions at listed prices from the ERIC Document Reproduction Service (EDRS). This information follows the title of each reference. (See Appendix A for complete EDRS ordering information.) The title citation also indicates the ERIC/CRIER identification numbers of all documents in that publication. Information on the availability of the documents within each reference is included in the descriptive paragraph.

ERIC/CRIER Basic References

- * Published Research Literature in Reading, 1900-1949
(ED 013 970, microfiche \$2.00, hard copy \$24.90 from EDRS).
Includes ERIC/CRIER identification numbers 2 to 2883.
- * Published Research Literature in Reading, 1950-1963
(ED 012 834, microfiche \$1.50, hard copy \$19.90 from EDRS).
Includes ERIC/CRIER identification numbers 2885 to 4803.
- * Published Research Literature in Reading, 1964-1966
(ED 013 969, microfiche \$0.75, hard copy \$9.10 from EDRS).
Includes ERIC/CRIER identification numbers 4804 to 6562.

These references present citations and annotations of published research literature taken from the annual Summary of Investigations Related to Reading. Complete bibliographic data for all entries are given, and the entries are arranged alphabetically by author in yearly segments. The bibliographies cover the complete reading spectrum from preschool to college and adult years and present research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. The articles in these references have appeared in the published journal literature and are available in libraries which have good journal collections.

Bibliographies published as part of the Reading Review Series include material taken from the annual summaries of 1900 to 1968. New articles are incorporated each year as the annual Summary is completed.

- * USOE Sponsored Research on Reading
(ED 016 603, microfiche \$0.50, hard copy \$5.30 from EDRS).
Covers 1956 through 1965 and includes ERIC/CRIER identification numbers 6563 to 6706.
- * USOE Sponsored Research on Reading, Supplement 1
(ED 031 606, microfiche \$0.50, hard copy \$3.05 from EDRS).
Covers 1966 through June 1969.

These references provide a comprehensive review of USOE projects on reading and closely related topics funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the documents. (Supplement 1 uses index terms only.) Individual documents are available from EDRS; complete information on microfiche and hard copy prices is included with each entry, along with the ED number necessary for ordering.

- * Recent Doctoral Dissertation Research in Reading
(ED 012 693, microfiche \$1.00, hard copy \$11.05 from EDRS).
Covers 1960 to 1965 and includes ERIC/CRIER identification numbers 5348 to 5727.
- * Recent Doctoral Dissertation Research in Reading, Supplement 1
(ED 028 055, microfiche \$0.75, hard copy \$9.00 from EDRS).
Covers 1966 to 1968 and includes ERIC/CRIER identification numbers 6707 to 7051.
- * Recent Doctoral Dissertation Research in Reading, Supplement 2
(ED 035 793, microfiche \$0.50, hard copy \$5.25 from EDRS).
Covers July 1968 through June 1969 and includes ERIC/CRIER identification numbers 7428 to 7619.

These bibliographies list dissertations completed in colleges and universities in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of Dissertation Abstracts were reviewed, and dissertations on reading were selected. Information on the procedures, design, and conclusions of each investigation is given in the abstract. Each entry includes complete bibliographic data and is listed alphabetically by author.

Copies of the documents in these references can be ordered from University Microfilms, Ann Arbor, Michigan, in positive microfilm or hardbound xerographic form.

- * International Reading Association Conference Proceedings Reports on Elementary Reading
(ED 013 197, microfiche \$4.25, hard copy \$56.85 from EDRS).
Includes ERIC/CRIER identification numbers 5908 to 6252.

This basic reference lists the important papers published in the yearly conference proceedings of the International Reading Association in elementary reading from 1960 to 1966. The complete text of each paper is provided, and the 345 papers are presented within 16 subject categories. The documents in this reference can be ordered only as a complete unit.

- * International Reading Association Conference Proceedings Reports on Secondary Reading
(ED 013 185, microfiche \$2.25, hard copy \$30.70 from EDRS).
Includes ERIC/CRIER identification numbers 5728 to 5907.

This companion volume to the preceding reference lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the International Reading Association from 1960 to 1966. The complete text of each paper is provided, and the 180 papers are presented within 12 subject categories. The documents in this reference can be ordered only as a complete unit.

* Indexes to ERIC/CRIER Basic References

(ED 030 004, microfiche \$1.75, hard copy \$21.95 from EDRS).

Covers 1950 to June 1967 and includes ERIC/CRIER identification numbers 2882 to 6706.

This reference tool provides indexes to ERIC/CRIER Basic References by broad subject, grade level, and author. The broad subjects are defined with descriptive phrases chosen from the documents.

Part I

Documents Processed by ERIC/CRIER as QAD -- Quick Availability
Documents, Available from ERIC Document Reproduction Service

1. ED 022 070 AA 000 313
Portfolio of Information on Reading Available from ERIC, ERIC/
CRIER, and IRA.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Spons Agency--Office of Education (DHEW), Washington, D.C.
Bureau of Research.
Pub Date Nov 68
Note--25p.

EDRS Price MF-\$0.25 HC-\$1.08

Descriptors--*Information Dissemination, *Information Retrieval,
Information Sources, *Information Utilization, Reading Research,
Research Reviews (Publications)

This booklet was designed to provide easy access to reading information generated by the Educational Resources Information Center (ERIC), the Clearinghouse on Retrieval of Information and Evaluation on Reading (ERIC/CRIER), and the International Reading Association (IRA). The purposes, organization, services, and products of ERIC, ERIC/CRIER, and IRA are given. Descriptive literature, price information, availability data, ordering procedures, and order forms for described materials are also included. The names and addresses of the 19 Clearinghouses in the ERIC System are listed. (WB)

2. ED 022 973 AA 000 316
Farr, Roger Summers, Edward G.
Guide to Tests and Measuring Instruments for Reading.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Spons Agency--Office of Education (DHEW), Washington, D.C.
Bureau of Research.
Pub Date Dec 68
Note--97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors--*Group Norms, Group Tests, Individual Tests, Reading Comprehension, Reading Diagnosis, Reading Level, *Reading Readiness Tests, *Reading Research, Reading Skills, Reading Speed, *Reading Tests, Test Construction, *Test Selection, Word Recognition

This two-part guide was designed to serve as a comprehensive source of information on published reading tests. Part I provides the following descriptive information about each test: (1) the name as listed on the front cover of the test booklet, (2) the publisher's suggested grade or age level for test use, (3)

the type of test-individual or group, (4) norming data--population, descriptive information, and extensiveness, (5) subtest names as indicated in the test booklet, (6) the number of available forms, (7) the original publication date, (8) the revision date, (9) the authors, (10) the publisher, and (11) the time needed for giving directions and administering the tests. Part II provides an index to research articles which have reported use of the tests described in Part I. These research references are taken from reading research reported in six ERIC/CRIER basic references and are indicated by ERIC/CRIER document numbers. The names and addresses of the 45 participating publishers are included. (WB)

3. ED 024 847

AA 000 328

Smith, Carl B. And Others

Reading Problems and the Environment--The Principal's Role.

Final Report, Interpretive Manuscript No. 1.

Indiana Univ., Bloomington. School of Education.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Bureau of Research.

Bureau No--BR-7-0981

Pub Date Mar 69

Contract--OEC-1-7-070981-3731

Note--77p.

Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$2.25)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors--Community Cooperation, *Disadvantaged Environment, Educational Innovation, Enrichment Programs, *Environmental Influences, Improvement Programs, Parent Participation, Preschool Programs, *Principals, Programed Tutoring, *Reading Difficulty, *Reading Programs, Tutorial Programs, Ungraded Classes

Environmental causes of reading problems and suggested programs which principals can implement are presented. Parental attitudes and behavior, the absence of books in the homes, lack of language stimulation, nonstandard dialect, and inadequate experience opportunities are among the environmental causes mentioned. Pre-primary diagnosis, experience-enrichment opportunities, family counseling and group discussions, nongraded classes, individualized instruction, and programed tutoring are suggested to overcome these environmental deficiencies. Case histories of programs in action are cited. Interaction of community, home, and school is emphasized. A step-by-step approach to change, initiated by the school principal and mutually worked out by all concerned, should include (1) identification of neighborhood factors

interfering with reading performance, (2) assessment of resources, (3) establishment of specific objectives, (4) clarification of procedures, and (5) evaluation. Charts, tables, and a bibliography are included. (RT)

4. ED 024 848 AA 000 329
Smith, Carl B. And Others
Correcting Reading Problems in the Classroom. Final Report,
Interpretive Manuscript No. 4.
Indiana Univ., Bloomington. School of Education.
Spons Agency--Office of Education (DHEW), Washington, D.C.
Bureau of Research.
Bureau No--BR-7-0981
Pub Date Mar 69
Contract--OEC-1-7-070981-3731
Note--101p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$3.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors--*Classroom Techniques, Evaluation Techniques,
Grouping (Instructional Purposes), Individual Instruction,
Instructional Materials, Nongraded System, Programed Instruc-
tion, *Reading Diagnosis, Reading Level, *Reading Programs,
Reading Skills, *Remedial Reading, Teacher Education, *Teachers,
Testing

The responsibility of the classroom teacher in the treatment and prevention of reading difficulties is discussed. An interpretation of research about a set of causes, model programs aimed at overcoming the problems, steps in setting up a program, and recommendations and guidelines for these programs are included. A discussion of how to identify specific skill deficiencies explains the use of teacher-made tests, classroom observation, and standardized tests. A description of sample techniques and of successfully operating programs suggests treating general and specific reading deficiencies by using a method which suits the particular needs, by properly organizing the classroom, by providing varied skill-building materials, and by adequately preparing the classroom teacher. Pitfalls to be avoided are noted. Explanations of terms and techniques used in classroom diagnosis and a bibliography are appended. (JB)

5. ED 024 849 AA 000 330
Smith, Carl B. And Others

Establishing Central Reading Clinics--The Administrator's Role.
Final Report, Interpretive Manuscript No. 2.

Indiana Univ., Bloomington. School of Education.

Spons Agency--Office of Education (DHEW), Washington, D.C.
Bureau of Research.

Bureau No--BR-7-0981

Pub Date Mar 69

Contract--OEC-1-7-070981-3731

Note--81p.

Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$2.25)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors--*Administration, Auditory Perception, Emotional
Problems, Instructional Staff, Memory, Psychomotor Skills,
*Reading, *Reading Clinics, Reading Diagnosis, *Reading Diffi-
culty, Speech Handicaps, Testing, Visual Perception

Focus is on the duties of an administrator in establishing a
reading clinic. Learning difficulties and characteristics of
severely disabled readers are listed. Current approaches such
as the university clinic, public school clinics, and mobile
clinics are shown, and working examples of each are cited. Con-
siderations of use, financing, and responsibility in organizing
a clinic are noted, and techniques for selection of children who
will use the clinic are given. Staffing and training, testing,
materials purchasing, services offered, establishment cost, and
steps for setting up a clinic are described. A bibliography, a
sample booklist for a reading clinic, and a roster of university
reading clinics that treat severe reading disabilities are in-
cluded. (JB)

6. ED 024 850

AA 000 331

Smith, Carl B. And Others

Treating Reading Disabilities--The Specialist's Role. Final
Report, Interpretive Manuscript No. 3.

Indiana Univ., Bloomington. School of Education.

Spons Agency--Office of Education (DHEW), Washington, D.C.
Bureau of Research.

Bureau No--BR-7-0981

Pub Date Mar 69

Contract--OEC-1-7-070981-3731

Note--120p.

Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$3.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors--Compensatory Education Programs, *Corrective Reading, Parent Participation, Physical Education, Programed Tutoring, *Reading Consultants, Reading Materials, Reading Skills, *Remedial Reading Programs, *Remedial Teachers, *Specialists

The role of the reading specialist as a remedial reading teacher or as a reading consultant helping to overcome reading problems in a single school is presented. Various levels of diagnosing the extent of reading problems within the school are discussed, including the use of tests, informal inventories, and environmental factor assessment. Reading disability treatment is discussed in terms of demonstrating the need for the program, selecting the children, organizing remedial classes, and using special equipment and materials. Model programs operating in 11 school districts throughout the United States are described. They include programed tutoring, use of the coordinator as a teacher consultant, small group remedial work, use of student tutors, use of physical education to develop reading skills, teacher-parent interaction, use of special equipment and materials, a compensatory program for the disadvantaged, a junior high special class, and preventive programs. Nine steps for remedial reading program organization are listed, and common pitfalls are noted. Sample exercises for diagnostic and correctional procedures are given for perception, word identification, comprehension, reading rate, and oral reading skills. Various procedures for individualizing classroom instruction are recommended. A bibliography is included. (CM)

7. ED 026 547 AA 000 338
Athey, Irene J. Holmes, Jack A.
Reading Success and Personality Value-Systems Syndrome--A
Thirty-Year Then and Now Study at the Junior High School Level.
Final Report.
Office of Education (DHEW), Washington, D.C.
Report No--CRP-S-248
Bureau No--BR-5-8027
Pub Date 67
Note--121p.

EDRS Price MF-\$0.50 HC-\$6.25

Descriptors--*Personality Assessment, *Personality Development,
*Personality Studies, *Reading Achievement, *Reading Research

Erikson's theory on the development of a healthy personality is integrated with Holmes' Theory of Reading in order to derive a testable hypothesis regarding the contribution of specified

personality characteristics to reading success and to validate the findings. The study was conducted in the following three phases--the construction of new scales composed of personality items which significantly differentiated good and poor readers at the ninth-grade level in 1936, a longitudinal application of these scales to the same sample of students when they were in the seventh, eighth, and ninth grades in 1933 and 1934, and a cross-sectional replication after 30 years. Five samples were used. Two (n's-160 and 130) were drawn from the longitudinal study (1933-35) at the Institute of Human Development, University of California. Three comparable samples were selected from grades seven, eight, and nine in 1966. Specific personality characteristics hypothesized from an integrated Erikson-Holmes theory were consistently related to reading in the seventh, eighth, and ninth grades, and for two similar groups 30 years later. The report includes tables, figures, the self-interest inventory, and a bibliography. (RH)

8. ED 028 310 AA 000 346
 Dunn, Mary K., Comp. Harris, Larry A., Comp.
 Research on Elementary Reading: Word Recognition. ERIC/CRIER
 Reading Review Series, Volume 2, Bibliography 17.
 Indiana Univ., Bloomington.
 Spons Agency--Office of Education (DHEW), Washington, D. C.
 Bureau of Research.
 Pub Date Jun 69
 Note--119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors--*Annotated Bibliographies, Elementary Education,
 *Reading Instruction, *Reading Research, Reading Skills, *Word
 Recognition

Research on word recognition is listed in two sections: Part 1, 1950 to the present, and Part 2, 1900-1949. Citations in each section are alphabetized according to the author's last name and are followed by descriptive abstracts in Part 1 and by brief annotations in Part 2. In order to make this bibliography helpful to users with varying concepts of word recognition, documents were selected according to a broad definition which considers word recognition any means of attacking new or partly known words. Included are documents ranging from those which discuss innovative teaching orthographies. Source material was drawn from the seven basic references of the ERIC/CRIER document collection: "Published Research Literature in Reading, 1964-1966," "Published Research Literature in Reading, 1950-1963," "Published Research Literature in Reading, 1900-1949," "USOE Sponsored Research on Reading," "Recent Doctoral Dissertation Research in Reading," "International Reading Association Conference Proceedings Reports

on Elementary Reading," and "International Reading Association Conference Proceedings Reports on Secondary Reading."

9. ED 029 162

AA 000 352

Harris, Larry A., Comp.

Title III (PACE) Projects on Reading, 1968. ERIC/CRIER Reading Review Series, Volume 2, Bibliography 16.

Indiana Univ., Bloomington.

Spons Agency--Office of Education (DHEW), Washington, D.C.
Bureau of Research.

Pub Date Mar 69

Note--53p.

EDRS Price MF-\$0.25 HC-\$2.75

Descriptors--*Annotated Bibliographies, Computer Assisted Instruction, English (Second Language), Individualized Reading, Inservice Education, Inservice Teacher Education, *Library Programs, Minority Group Children, *Reading Centers, *Reading Programs, Reading Research, *Study Centers, Transitional Classes

Fifty-nine planning and operational grants related to reading were chosen for inclusion in this bibliography from "Pacesetters in Innovation, Fiscal Year 1968" in order to provide a complete listing of reading-related Title III (PACE) projects for 1968. Documents are listed by accession number. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. Included are such projects as library materials centers, remedial centers, neighborhood study centers, preschool and transition class programs, inservice education, computer assisted instruction, and programs for Mexican-American and Indian children. Complete ordering information for obtaining the documents in microfiche or hard copy from the ERIC Document Reproduction Service is included. The names and addresses of program directors are also listed after each abstract. (CM)

10. ED 029 163

AA 000 353

Burton, Jane, Comp. Harris, Larry A., Comp.

Research on Elementary Reading: Reading Readiness. ERIC/CRIER Reading Review Series, Volume 2, Bibliography 15.

Indiana Univ., Bloomington.

Spons Agency--Office of Education (DHEW), Washington, D.C.
Bureau of Research.

Pub Date Mar 69

Note--124p.

EDRS Price MF-\$0.50 HC-\$6.30

Descriptors--*Annotated Bibliographies, *Beginning Reading, Developmental Reading, Early Reading, Elementary Education, Reading Instruction, *Reading Readiness, *Reading Research

Research on reading readiness is listed in two sections: Part 1, 1950 to the present, and Part 2, 1900-1949. Within each section citations are alphabetized according to author's last name and are followed by a descriptive abstract in Part 1 and a brief annotation in Part 2. A broad definition of reading readiness ranging from maturation as a factor to intensive training programs was employed so that users with varying concepts of readiness would find this document helpful. Source material for this bibliography was drawn from the seven basic references of the ERIC/CRIER document collection: Published Research Literature in Reading 1964-66, 1950-63, and 1900-49; USOE Sponsored Research on Reading; Recent Doctoral Dissertation Research in Reading; International Reading Association Conference Proceedings Reports on Elementary Reading; and International Reading Association Conference Proceedings Reports on Secondary Reading. (CM)

11. ED 029 166

AA 000 356

Bormuth, John R.

Development of Readability Analysis.

Chicago Univ., Ill.

Spons Agency--Office of Education (DHEW), Washington, D.C.
Bureau of Research.

Bureau No--BR-7-0052

Pub Date Mar 69

Contract--OEC-3-7-070052-0326

Note--170p.

EDRS Price MF-\$0.75 HC-\$8.60

Descriptors--*Comprehension Development, Instructional Materials, *Readability, *Reading Ability, *Reading Comprehension

The studies reported here are part of a research program whose purpose is to increase the effectiveness with which students acquire knowledge from written instructional materials. The studies had both a basic and an applied objective. The basic objective was to obtain evidence upon which to base a theory of the processes involved in language comprehension. The correlations between a large number of linguistic features and a measure of the difficulty students exhibited in comprehending the written language samples in which those features occurred were determined. The

number of linguistic features which can be conceptualized numbers in the hundreds, most of which must be regarded as potentially representing a stimulus involved in the comprehension processes, because present theory of comprehension is too primitive to permit the authors to identify or to rule out more than a few of those features. The applied objective was to develop regression formulas for estimating if instructional materials are suitable for students of varying levels of language comprehension ability. These readability formulas provide a partial solution to the problem of fitting materials to students. That is, students may be provided with materials suited to their levels of comprehension ability not only by manipulating the materials to make them suitably understandable but also by selecting and using just those materials which are suited to the students' comprehension ability. (JL)

12. ED 030 004

AA 000 364

Summers, Edward G. And Others
Indexes to ERIC/CRIER Basic References. ERIC/CRIER Reading
Review Series.
Indiana Univ., Bloomington.
Pub Date Sep 69
Note--437p.

EDRS Price MF-\$1.75 HC-\$21.95

Descriptors--*Indexes (Locaters), *Reading Research

Designed to provide general access to collected research literature in reading, Indexes to ERIC/CRIER Basic References contains references to more than 3,500 documents published since 1950. References are listed in 45 broadly defined subject areas, the contents of which are described by the descriptive terms which were used for classification. Subject areas are subdivided by grade level. ERIC/CRIER basic references indexed are Published Research Literature in Reading, 1950-1963 (ED 012 834); Published Research Literature in Reading, 1964-1966 (ED 013 969); USOE Sponsored Research on Reading (ED 016 603); Recent Doctoral Dissertation Research in Reading (ED 012 693); International Reading Association Conference Proceedings Reports on Elementary Reading (ED 013 197); and International Reading Association Conference Proceedings Reports on Secondary Reading (ED 013 185). Citations listed in Published Research Literature in Reading, 1900-1949 are not included in the index. An author index is included. (MD)

13. ED 030 778 AA 000 385
Dunn, Mary Kathryn, Comp. Laffey, James L., Comp.
Research on Reading: Word Lists. ERIC/CRIER Reading Review
Series, Volume 2, Bibliography 18.
Indiana Univ., Bloomington.
Pub Date Sep 69
Note--56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors--*Annotated Bibliographies, Basic Vocabulary, Phonics,
*Reading Materials, Spelling, *Vocabulary, Vocabulary Develop-
ment, *Word Frequency, *Word Lists

Research studies concerned with the development, utility, and evaluation of various types of word lists are reported in this bibliography. Included are such topics as vocabulary loads in various reading materials, phonic generalizations applied to word lists, and basic speaking, writing, or reading vocabularies of various groups. In Part I, 51 documents published since 1950 are reported by citations and descriptive abstracts. Part II contains citations and brief annotations for 76 documents published prior to 1950. Both parts are arranged alphabetically by the author's last name. This bibliography was compiled from a search of the seven basic references of the ERIC/CRIER document collection, which includes journal and other published research literature on reading, USOE-sponsored research reports, dissertations, and International Reading Association conference proceedings. Ordering information for obtaining hard copy and microfiche reproductions of this bibliography and of the individual documents reported therein from the ERIC Document Reproduction Service is included.
(CM)

14. ED 030 779 AA 000 386
Smith, Carl B., Comp. Roser, Nancy, Comp.
Research on Elementary Reading: Critical and Interpretive
Reading. ERIC/CRIER Reading Review Series, Volume 2, Bib-
liography 19.
Indiana Univ., Bloomington.
Pub Date Aug 69
Note--60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors--*Annotated Bibliographies, Context Clues, Creative
Reading, *Critical Reading, Elementary Grades, *Interpretive
Reading, Reading Comprehension, *Reading Research

This bibliography of research studies on critical and interpretive elementary reading is divided into two major parts. In Part I, which includes reports published since 1950, subsection A contains citations and abstracts for highly relevant reports focusing specifically on critical and interpretive reading. Subsection B contains a citation and short annotation for those reports which make a relevant statement about critical and interpretive reading but whose main focus lies outside these areas. Subsection C reports studies related in a peripheral manner to these two subject areas. In Part II, reports published between 1900 and 1949 are listed alphabetically according to the author's last name without being classified in terms of relevancy. A citation and annotation are included for each item. This publication is one of a series of bibliographies related to reading in the elementary school, and the seven basic references of the ERIC/CRIER document collection were used as the source of the citations. Information for ordering the cited documents in hard copy or microfiche form from ERIC Document Reproduction Service is included. (CM)

Part II

Documents Processed by ERIC/CRIER
for Research in Education, 1969

1. ED 021 688

RE 001 196

Reading, K-6. Volume I.
Rochester Public Schools, Minn.
Pub Date 67
Note--325p.

EDRS Price MF-\$1.25 HC-\$16.35

Descriptors--*Basic Reading, *Curriculum Guides, *Developmental Reading, *Elementary Schools, Oral Reading, *Primary Grades, Reading Comprehension, Sequential Reading Programs, Study Skills, Teaching Guides, Vocabulary Development

The first volume of an elementary curriculum guide prepared by the Summer Workshop Reading Committee of the Rochester Public Schools in Rochester, Minnesota, applies to kindergarten through grade 4. It is divided into the prereading level, the beginning reading level, and the independence level. Grade designations under each level suggest the level at which an average student is likely to be working, but teachers are encouraged to adjust instruction, activities, and materials to individual pupil needs and to use multiple approaches and flexible time schedules. Each reading level covers vocabulary development comprehension, oral reading, and study skills. The reading skills to be developed in each of these areas are outlined in four scope and sequence charts. The place of a developmental reading program in the total elementary school curriculum is described. Practical classroom activities with corresponding references and evaluative techniques are suggested to help teachers develop skills and evaluate reading instruction. This guide could serve as a frame of reference in planning the school year's program or a day's lesson, as a resource material in selecting appropriate materials, activities, and techniques, and as an aid in evaluating the total reading program. (NS)

2. ED 021 689

RE 001 218

Folkemer, Paul
Teaching English and Reading Simultaneously for Eleventh Grade Non-Regent English.
Ramapo Central School District Number 2, Spring Valley, N.Y.
Pub Date 66
Note--71p.

EDRS Price MF-\$0.50 HC-\$3.65

Descriptors--Biographies, *Course Content, Developmental Reading, Drama, Individualized Reading, Interpretive Reading, Novels,

Oral Reading, Readiness, *Reading Skills, *Secondary School Students, Sentence Structure, Short Stories, Silent Reading, *Study Guides, *Teaching Methods, Word Study Skills

The need for simultaneous teaching of reading skills and course content prompted the formation of a study guide which coordinates these two areas in an eleventh-grade nonregent English program used by Ramapo Central School District No. 2 in Spring Valley, New York. The guide provides exercises with a range of ability and achievement levels which adjust to individual student differences. It contains five literary units: (1) the short story, (2) the novel, (3) nonfiction, (4) drama, and (5) biography and a unit on the complete sentence. Each lesson is divided into five sections--(1) readiness, (2) purpose for silent reading, (3) oral reading and discussion, (4) word attack and word recognition skills, and (5) followup exercises. Study guide questions and word attack exercises are provided at the end of the lesson; an answer sheet is provided for the teacher. (BS)

3. ED 021 690

RE 001 281

Guidelines for Reading.

New Hampshire Supervisory School Union Number 40, Milford.

Pub Date 67

Note--186p.

Available from--Supervisory School Union No. 40, Milford, New Hampshire.

Document Not Available from EDRS.

Descriptors--Basic Reading, Comprehension, Critical Reading, *Curriculum Guides, *Elementary Grades, Guidelines, *Instructional Materials, Listening Skills, Locational Skills (Social Studies), *Reading Instruction, *Secondary Grades, Study Skills, Teaching Guides, Vocabulary, Word Recognition

A reading program should stimulate intellectual curiosity. This philosophy is expressed in a 1967 reading guide for primary and secondary schools prepared by the Reading Committee of the Union 40 Curriculum Council of Milford, New Hampshire. It was developed as a result of the 1966 curriculum study by the Union 40 Curriculum Council. While it is built around the necessary concepts and skills, the guide emphasizes creativity and encourages innovation. Necessary skills in word recognition, listening, comprehension, vocabulary development, critical reading, and research are presented in a scope and sequence chart which indicates levels of introduction, enrichment, and mastery. The guide is divided into sections on basic reading skills, word

recognition, listening skills, comprehension skills, vocabulary skills, study skills, locational skills, and critical reading. Suggested concepts, specific skills, activities, procedures, and evaluative techniques are listed in each section. The guide is enriched by an appendix listing a variety of teaching aids and evaluative devices, an extensive bibliography, an example of an evaluation form for teachers to use in evaluating the guide, and a list of recommendations for further study of the guide. (NS)

4. ED 021 691 RE 001 314
Wardhaugh, Ronald
Linguistics-Reading Dialogue.
International Reading Association, Newark, Delaware.
Pub Date Feb 68
Note--11p.
Journal Cit--The Reading Teacher, v21 n5 p432-41 Feb 68

Document Not Available from EDRS.

Descriptors--Dialects, Figurative Language, Graphemes, *Linguistic Patterns, *Linguistic Theory, Morphophonemics, Phonemes, Reading, Reading Programs, *Reading Skills, Semantics, Syntax

Three principles are integral to any reading theory which provides reading teachers and researchers with the linguistic explanatory power required by linguistic theory. A clear understanding of language is dependent on the knowledge of what language is and how it works. There is an important distinction between competence and performance; most language is rule-governed behavior. Although no definition of reading is offered, the concept of reading is offered, the concept of reading as high speed recognition is rejected. Studies are cited which trace the development of linguistic study and define and exemplify the three principles. References are listed. (BS)

5. ED 021 692 RE 001 344
Kerfoot, James F.
First Grade Reading Programs. Perspectives in Reading, No. 5.
International Reading Association, Newark, Delaware.
Report No--PR-5
Pub Date 65
Note--191p.
Available from--International Reading Association, Six Tyre Ave.,
Newark, Delaware 19711 (\$3.00 for members, \$3.50 for non-members).

Document Not Available from EDRS.

Descriptors--Basic Reading, *Beginning Reading, Individualized Reading, Initial Teaching Alphabet, Language Experience Approach, Linguistics, Phonics, *Reading Instruction, *Reading Programs, *Reading Research, Structural Analysis, *Teaching Techniques

This publication contains papers contributed to the fifth Perspectives of Reading conference of the International Reading Association which focused on the teaching of beginning reading. The following approaches are described and evaluated: (1) individualized reading, (2) basal reading, (3) linguistic approach, (4) phonics approach, (5) new alphabet approach, (6) language experience approach, and (7) early letter emphasis. Each approach is presented in terms of its rationale, its unique elements and points of emphasis, research supporting its effectiveness, research going on, and its future. References are listed for each approach. Differing views on the Carden method, words in color, programed reading, the phonovisual approach, phonetic keys to reading, and the initial teaching alphabet are presented under phonics and the new alphabet approach. Linguistic approaches for children with bilingual background and reading programs for the disadvantaged are discussed. A concluding article lists standards for evaluating reading programs. (NS)

6. ED 021 693 RE 001 373
Strengthening Reading Services Through Increasing Provisions for
Secondary Before or After School Reading Centers.
Milwaukee Public Schools, Wis.
Pub Date 67
Note--24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors--Program Evaluation, Questionnaires, *Reading Centers, *Reading Development, *Remedial Reading Programs, *Secondary Grades, Student Attitudes, *Student Volunteers, Vocabulary Development

Identifiers--Milwaukee Public Schools, Title I, Elementary and Secondary Education act of 1965

The Voluntary Reading Center Project was designed to extend regular reading center activities beyond normal school hours in order to serve more students. A total of 101 students in nine secondary schools received instruction for one semester; a total

of 100 students in three secondary schools received instruction for two semesters. The project was evaluated by pretests and post-tests to determine reading vocabulary achievement and student attitude changes and by reactions solicited from the teachers and principals involved. Test results indicated a mean reading vocabulary gain of 0.39 years for one-semester participants and 1.13 years for two-semester participants. There were no significant changes in student attitudes. School personnel responses were generally favorable except that most teachers indicated difficulty in procuring interested students. Three of the eight teachers suggested that the project be dropped. Based on these results, it was recommended that the project either be changed so that more students could participate or continued only in schools where it would be implemented for two semesters. Sample copies of the student attitude measurement and school personnel questionnaire are included in appendixes. (BS)

7. ED 021 694 RE 001 381
 A Guide for Beginning Teachers of Reading, Grades 5-8.
 New York City Board of Education, Brooklyn, N.Y.
 Report No--CB-6
 Pub Date 68
 Note--118p.
 Available from--Board of Education, Publication Sales Office,
 110 Livingston St., Brooklyn, N.Y. 11201 (\$2.00 payable to
 Auditor, Board of Education).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors--*Beginning Teachers, Grade 7, Grade 8, Instructional Materials, Intermediate Grades, Reading Instruction, *State Curriculum Guides, *Teaching Guides

One of New York City's Reading Action Package, this bulletin was designed to help beginning teachers of reading, grades 5 through 8. It offers suggestions for (1) determining pupil reading needs and achievement, (2) organizing for instructional purposes, (3) getting acquainted and using available reading materials, (4) planning the class reading program, (5) implementing the program through guided reading lessons, individualized reading lessons, and skill lessons, (6) extending and refining reading skills, (7) helping children with second language handicaps and divergent speech patterns, and, (8) evaluating the reading program through formal and informal measures. The concepts and the vocabulary, word attack, comprehension, interpretation, and work-study skills needed by every child in order to

participate effectively in reading and learning experiences are listed. Sample lesson plans are furnished. The appendix includes a list of basic sight vocabulary, sample diagnostic tests, instructions on the use of informal textbook tests and the Metropolitan Reading Tests, and selected references. (NS)

8. ED 021 695 RE 001 382
A Guide for Beginning Teachers of Reading, Grades 9-12.
New York City Board of Education, Brooklyn, N.Y.
Report No--CB-7
Pub Date 68
Note--107p.
Available from--Board of Education, Publication Sales Office,
110 Livingston St., Brooklyn, N. Y. 11201 (\$2.00 payable to
Auditor, Board of Education).

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors--*Beginning Teachers, Instructional Materials,
*Reading Instruction, *Senior High Schools, *State Curriculum
Guides, Teaching Guides, Teaching Techniques

One of New York City's Reading Action Package, this guide was designed to help beginning teachers of reading, grades 9-12. It offers some principles and techniques on the following aspects of reading instruction: (1) evaluation for planning and teaching, (2) organizing classes for instruction, (3) getting acquainted with instructional materials, (4) scheduling time for reading instruction, (5) planning the reading lesson, and (6) getting started to teach. Sample lesson plans representative of the approaches used at various levels of ability are presented. A concluding chapter discusses general procedures for the identification and guidance of students reading below or above grade level and for the teaching of retarded readers and second-language learners. The appendix includes additional suggestions on the appraisal of pupil reading status and progress, grouping techniques, the use of reading centers, Dolch's basic sight vocabulary, a checklist of reading difficulties, suggestions for administering the Metropolitan Reading Tests, reading services available, and selected references for reading teachers. (NS)

9. ED 021 696 RE 001 397
Hausmeier, Herbert J. Quilling, Mary
Research and Development Activities in R & I Units of Four
Elementary Schools of Madison, Wisconsin, 1966-67.

Wisconsin Univ., Madison. Research and Development Center for
Cognitive Learning.

Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.

Report No--WRDCCL-TR-48

Bureau No--BR-5-0216

Pub Date Apr 68

Contract--OEC-5-10-154

Note--31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors--Basic Reading, *Developmental Reading, *Elementary
Grades, Individualized Reading, *Kindergarten Children, *Language Arts, Linguistic Theory, Motivation, Reading Instruction,
*Reading Research

The research and development activities of Research and Instruction Units at four elementary schools in Madison, Wisconsin, during the 1966-67 school year are summarized. Individualization and motivation were the focal points of these projects; special attention was given to language arts. Neither of the language environment programs yielded significant results, but pupils in the experimental group showed progress as great as or greater than that of control pupils. In a comparison of reading approaches for first-grade children, the linguistic approach was effective for girls; the basal reader approach was more successful for boys. In a sixth-grade unit, pupils using individualized reading materials performed better than pupils using basal readers. With the aid of reading consultants, the staff of one school developed a scope and sequence of skills for an individualized reading program. Primary pupils exposed to this program made greater gains in reading vocabulary and comprehension than would usually be expected. The reading program is being implemented at all grade levels in four schools for the 1967-68 school year.
(Author/BS)

10. ED 021 697

RE 001 398

Otto, Wayne Askov, Eunice

The Role of Color in Learning and Instruction.

Wisconsin Univ., Madison. Research and Development Center for
Cognitive Learning.

Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.

Report No--WRDCCL-TP-12

Bureau No--BR-5-0216

Pub Date Mar 68

Contract--OEC-5-10-154

Note--14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--*Associative Learning, *Learning Motivation,
*Prompting, *Reading Instruction, *Reading Materials, Symbolic
Learning

Research on the function of color in instruction and learning is reviewed, and the rationale for its use in instructional materials and as an aid to learning is examined. Three points are made: (1) on the basis of research results, it is not yet possible to prescribe the use of color cues in instruction; (2) color is presently being used in instructional materials only as a means of carrying basic information, not as an additional cue to enhance learning; and, (3) the cue value of color depends on the availability of a variety of other more potent cues. It is implied that the nature and extent of interaction among differing ages, abilities, skill development, color cues, and other available cues should be further clarified. (Author/NS)

11. ED 021 698

RE 001 399

Goodman, Kenneth S. Burke, Carolyn L.
Study of Children's Behavior While Reading Orally. Final
Report.

Wayne State Univ., Detroit, Mich.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Bureau of Research.

Report No--PROJ-S425

Bureau No--BR-5-8424

Pub Date Mar 68

Contract--OEC-6-10-136

Note--139p.

EDRS Price MF-\$0.75 HC-\$7.05

Descriptors--Grammar, *Intermediate Grades, Morphemes, *Oral
Reading, Phonemics, Psycholinguistics, Reading Comprehension,
Reading Difficulty, *Reading Skills, *Syntax, *Taxonomy

Psycholinguistic knowledge and techniques can be used as the basis for reading process research with a view to the development of a reading theory. The initial phase of such a study is reported, and reading behavior on a comprehensive basis is examined. The assumption upon which the research is based is that reading miscues are generated by the same process that

generates expected responses. The oral reading behavior of 12 children reading a story selected from a basal reader was examined. These subjects were fourth- and fifth-graders who were determined by informal test and teacher evaluation to be proficient readers. Initial analysis of miscues led to the formulation of a taxonomy of reading miscues. Questions concerning each miscue were asked. Change and acceptability were examined semantically and syntactically at the phonemic, morphemic, and syntactic levels. Miscues were examined, compared, and contrasted in terms of their component parts, relative value, and levels of involvement. References are listed. Appendixes include material on computer coding which uses the taxonomy of cues and miscues, a comprehension rating sheet, and a reading research data sheet. (Author/BS)

12. ED 021 699 RE 001 400

Samuels, S. Jay

Word Associations and the Recognition of Flashed Words. Final Report.

Minnesota Univ., Minneapolis.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Bureau of Research.

Bureau No--BR-6-8774

Pub Date 68

Contract--OEC-3-7-068774-0442

Note--26p.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors--*Associative Learning, College Students, Grade 4,
*Rapid Reading, Tachistoscopes, *Visual Perception, *Word
Recognition

Identifiers--University of Minnesota

Two separate studies were designed to investigate the effect of reading the first word of a pair on the speed of recognizing the second. One study drew its subjects from the college level; the other from the fourth grade. A Scientific Prototype Three-Channel Tachistoscope was used, and an erasing image was flashed immediately following the presentation of target words to avoid possible after-image effects. Ten word pairs were used. Associative value was measured by the Palermo Jenkins word association norms. Results indicated that word recognition speed was facilitated when associative connections between words in the text matched the word associations of the reader. Recognition was

retarded when the target word was preceded by a nonassociate. A target word presented without prior knowledge required more recognition cues than one for which the subject had prior knowledge. Differences between adult and child perception were detected in the reporting of a word based on partial information and in the stronger effect of associative words in children. References are included. (WL)

13. ED 021 700 RE 001 401
Hershenson, Maurice
The Role of Stimulus Structure in the Perception of Briefly
Exposed Visual Stimuli. Final Report.
Wisconsin Univ., Madison.
Spons Agency--Office of Education (DHEW), Washington, D.C.
Bureau of Research.
Report No--PROJ-3293
Bureau No--BR-5-0603
Pub Date Mar 68
Contract--OEC-6-10-286
Note--31p.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors--Memorizing, *Perception, *Redundancy, *Visual
Stimuli, Word Recognition, *Written Language

Experiments within the microgenetic paradigm provide an assessment of the role of stimulus structure and, inferentially, of cognitive structure on perception. Two experiments investigating the effect of redundancy (structure) in written language on visual perception are reported. Seven-letter arrays differing in percentage of redundancy were repeatedly exposed for brief durations. The arrays were unfamiliar to the subjects in experiment 1. The subjects had to memorize the list of stimuli in experiment 2. All subjects were instructed to report what they saw. Perceptual "reports" (Natsoulas, 1967) were obtained in experiment 2 only. A third experiment was run to check the results of experiment 2. Letter position was the overriding determiner of perceptibility, yielding an inverted U-shaped function about the fixation point. The increase in perceptibility as a function of stimulus structure was significant, but small. Information transmitted decreased markedly. The results are interpreted in relation to two models of information flow for the recognition and microgenesis tasks. References are listed.
(Author/BS)

14. ED 021 701

RE 001 402

Ruddell, Robert B.

A Longitudinal Study of Four Programs of Reading Instruction Varying in Emphasis on Regularity of Grapheme-Phoneme Correspondences and Language Structure on Reading Achievement in Grades Two and Three. Final Report.

California Univ., Berkeley.

Spons Agency--Office of Education (DHEW), Washington, D.C.
Bureau of Research.

Report No--CRP-3099; CRP-78085

Bureau No--BR-5-0645

Pub Date Apr 68

Contract--OEC-6-10-201

Note--239p.

EDRS Price MF-\$1.00 HC-\$12.05

Descriptors--Dialects, *Experimental Programs, Grade 1, Grade 2, Grade 3, Graphemes, *Language Patterns, Phonemes, Reading Comprehension, *Reading Instruction, *Reading Research, Socio-economic Background, Vocabulary

Identifiers--Oakland Unified School District, California

The objectives of this study were to investigate the effect of four different reading programs on the decoding and comprehension skills of second and third graders. One reading program used a basal reading series which exercised little control over the grapheme-phoneme correspondences presented in the vocabulary. The second program used a basal reading series which exercised close control over grapheme-phoneme regularity. The vocabularies of these two programs were used in the remaining two programs, which emphasized meaning contrasts within basic patterns of language structure through the use of word substitution, pattern expression and elaboration, pattern inversion, and pattern transformation. Teachers were randomly assigned, and all reading programs were new to the teachers using them. Reading achievement tests were administered to the pupils in May 1966 and May 1967. Higher decoding skills were attained when controlled regularity of grapheme-phoneme correspondences and emphasized language structure were combined in the same method than when emphasized language structure was presented alone. When used alone, grapheme-phoneme correspondences did not produce decoding skills superior to those produced by the program placing little emphasis on correspondence control. (WL)

15. ED 021 702

RE 001 403

Wolf, Richard M.

Forecasting Academic Status.

Southwest Regional Educational Lab., Inglewood, Calif.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Bureau of Research.

Report No--TR-2

Bureau No--BR-6-2865

Pub Date 1 Jun 68

Contract--OEC-4-7-062865-3073

Note--16p.

Available from--Southwest Regional Laboratory for Educational Research and Development, 11300 La Cienega Blvd., Inglewood, Calif. 90304.

Document Not Available from EDRS.

Descriptors--*Academic Achievement, Arithmetic, Grade 3, *Grade 6, *Learning Difficulties, Manuals, *Prediction, Reading Comprehension, Vocabulary

A manual for forecasting the level of achievement students are likely to attain unless special help is provided was developed for third-grade teachers as a result of a study which showed a sufficiently high relationship between achievement at the beginning of third grade and at the beginning of sixth grade. In this study, the achievement scores in reading vocabulary, reading comprehension, arithmetic fundamentals, and arithmetic reasoning for about 700 students in beginning third grade and beginning sixth grade in two California school districts were collected. Electronic computers and stepwise multiple regression procedures were used to analyze the data for each student. The sixth-grade performance in one of the four areas was used as the criterion variable, and the third-grade variables were used as the predictors. Results prescribe using the data in beginning third grade for predicting academic status in sixth grade. The manual developed illustrates how this is done. Sample forms for forecasting achievement in each of the four areas are included. The manual is being used in the participating elementary schools; plans for followup studies have been made. (NS)

16. ED 021 703

RE 001 406

Smiley, Marjorie B.

Development of Reading and English Language Materials for Grades 7-9 in Depressed Urban Areas. Final Report.

City Univ. of New York, N.Y. Hunter Coll.

Spons Agency--Office of Education (DHEW), Washington, D.C.

Bureau of Research.

Report No--PROJ-H-022 (CRP-H-022)

Bureau No--BR-5-0687
Pub Date Jan 68
Contract--OEC-SAE-3-10-015
Note--94p.

EDRS Price MF-\$0.50 HC-\$4.80

Descriptors--*Curriculum Development, *Depressed Areas (Geographic), *Disadvantaged Youth, *Junior High Schools, *Language Arts, Remedial Reading, Retarded Readers, Student Motivation, Study Skills, Teaching Methods, Unit Plan

The Hunter College Project English Curriculum Center (1962-68) developed and field tested 14 units in English language arts for junior high school students in depressed urban areas who were reading an average of 2 years below grade. The purpose of the curriculum was to interest and motivate students by providing them with literature related to their own lives and by involving them in language activities related to their concerns. The anthologies which served as the core of these units dealt with human interest themes and included selections about minority groups. Each unit included a detailed manual for teachers, supplementary audiovisual materials, and an annotated book list for individualized reading. The methodology emphasized active learning and learning sequences which would aid students to discover concepts and principles. Special attention was given to study and test-taking skills. These units were field tested in schools in New York, Ohio, Florida, and California. Approximately 5,000 students participated. Teachers, students, and independent observers judged the units relevant to student interests, motivating, and teachable. Schools which reported reading scores generally showed that students in the experimental program achieved gains equal to or better than comparable to control groups.

17. ED 021 704 RE 001 409
Elkind, David Deblinger, Jo Ann
Reading Achievement in Disadvantaged Children As a Consequence
of Non Verbal Perceptual Training. Final Technical Progress
Report.
Rochester Univ., N.Y.
Spons Agency--Office of Education (DHEW), Washington, D.C.
Bureau of Research.
Bureau No--BR-6-8881
Pub Date 68
Contract--OEC-1-7-06881-0381
Note--20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors--Disadvantaged Youth, *Grade 2, *Nonverbal Learning, Reading Comprehension, *Reading Research, *Sensory Training, *Visual Perception, Word Recognition

Identifiers--Bank Street Readers

The theoretical orientation based on perceptual development, proposed by Piaget in 1961, is the starting point of this investigation. According to Piaget, the perception of the young child is "centered" on dominant aspects of the field. With maturity, perception becomes "decentered" and progressively freed from the field. The visual training materials used in this experiment were designed with this principle in mind. The hypothesis that training in perceptual activity would improve reading skills was proposed. Sixty second-grade Negro children attending an inner city school in Rochester were matched in perceptual activity and reading achievement and split into a control group and an experimental group. The control group studied from a commercial reading program (The Bank Street Readers), while the experimental group was trained with the series of nonverbal perceptual materials noted above. The experimental group made significantly greater progress in word form and word recognition than the control group. However, with regard to "Meaning of Opposites", they did more poorly. This seems to indicate that nonverbal perceptual training did not affect reading comprehension. References are included. (WL)

18. ED 022 620

RE 001 239

Ross, Ramon

Folk Tales for Young Children.

Pub Date Apr 68

Note--10p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--Childhood Interests, *Childrens Books, *Creative Reading, Critical Reading, Fantasy, *Folklore Books, *Literature Appreciation, *Reading Interests, Story Reading

Most criticisms directed at basal reader stories concern the unreal characters which tend to depict only middle-class families and use unreal language patterns. However, such criticisms do not get to the core of the problem. A comparison of stories from basal readers with some famous folk tales illustrates how the here-and-now stories from basal readers fail to stimulate children's imaginations. The folk tale is unique in eliciting

fanciful interpretation from children and adults because it is read at the level appropriate for the reader or listener. It permits self-discovery by allowing the reader or listener to look inside himself and allows the child to raise questions about himself and his own future. In contrast, the here-and-now stories from basal readers leave no room for the imagination. They lack life and passion and are too concerned about other children. (NS)

19. ED 022 621 RE 001 254
Peyser, Turkan Kumbaraci
Evaluating Culture-Fairness in Translations of College-Level Reading Tests.
Note--19p.; Paper presented at the American Educational Research Association conference, Chicago, Illinois, Feb. 7-10, 1968.
EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--College Freshmen, Content Reading, *Culture Free Tests, Foreign Students, Group Tests, High School Graduates, *Item Analysis, *Reading Comprehension, Reading Tests, Test Reliability, *Test Validity, *Translation

The possibility of using translations of American reading tests for the evaluation of pupils belonging to different foreign groups was explored. Two parallel forms of a reading comprehension test geared to United States high school graduates and college entrants and the translations of these into Turkish and the relative retranslations back into English were administered to five groups of high school and college students in the United States and Turkey. Item difficulty and frequency of responses to item errors were highly stable in the two groups. There was great similarity in the total test scores of American and Turkish students at similar educational levels when the test was taken in their own language. This seems to indicate that translated reading tests remain culturally fair if total test scores, relative difficulty of reading passages, and indices of item difficulty are criteria for test fairness. (WL)

20. ED 022 622 RE 001 258
Dorinson, Zena Fiedler, Margaret
The Effect of Informal Reading Inventories on a High School Reading Program.
Pub Date 26 Apr 68
Note--13p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--*Informal Reading Inventory, *Inservice Teacher Education, Program Evaluation, *Reading Diagnosis, *Reading Improvement, Remedial Reading, *Secondary Grades, Teacher Workshops

During an inservice training program on the construction and use of informal reading inventories, 14 teachers of freshman English learned how to administer informal reading inventories, how to use information obtained to construct reading profiles, and how to use reading profiles to guide reading instruction. After six 2-hour sessions, they brought their classes to the Developmental Reading Laboratory four times during the school year for a week's instruction in vocabulary, comprehension, and study skills. The effectiveness of the program was evaluated by the teachers and students alike. Results showed that students and teachers gained from the use of informal reading inventories. An inservice training program focused on the construction and use of these inventories effected changes in teacher behavior in terms of knowledge of the nature of reading processes, the meaning of reading difficulties, and the use of new reading instructional techniques. Results also revealed that future inservice training programs should emphasize organizational procedures of grouping and individualized instruction. (NS)

21. ED 022 623

RE 001 261

Artley, A. Sterl

Are There Any Real Differences Between Reading Instruction in the Elementary School and in the High School?

Pub Date Apr 68

Note--19p.; Paper presented at the International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--*Elementary Grades, Maturation, *Reading Development, *Reading Instruction, Reading Processes, Reading Skills, *Secondary Grades, Student Development

The factors which determine the nature of a reading program are discussed in order to identify differences in reading instruction at the elementary and secondary levels. These factors are the developmental status of the learner, the demands of the curriculum, and the structure of the reading process. The differences in the developmental status of an elementary school child and a high school student are brought about by physiological,

intellectual, and emotional changes. These account for differences in interest and activities, increased social participation, greater insight and perceptiveness, richer vocabulary, and increased capacity for higher-level thinking as the learner matures. Well-defined subject areas at the elementary level require the development of concepts, vocabulary, and competencies in word perception and comprehension. At the secondary level, reading becomes more specialized and requires even greater proficiency. This does not imply that a reading skill is unique to a grade level. Reading growth is developmental. Reading skills, abilities, and understandings have their beginnings at the readiness level and are refined, mastered, and enriched at the secondary level. (NS)

22. ED 022 624 RE 001 268
 Weintraub, Samuel
 Evaluating a Preservice Methods Course
 Pub Date Apr 68
 Note--18p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors--*College Instruction, College Teachers, *Course Evaluation, Curriculum Evaluation, Evaluation Criteria, *Evaluation Methods, *Evaluation Needs, Evaluation Techniques, Faculty Evaluation, Methodology, Methods Courses, *Preservice Education, Self Evaluation, Teacher Education, Teachers Colleges

Problems involved in evaluating preservice methods courses, such as the difficulty of isolating the specific contribution of a single course, are discussed. The training factor of a methods course must be distinguished from the selection factor influencing the capabilities of a student population. Methods courses should be evaluated if they are to be effectively improved. Several ways of evaluating courses are described and evaluated. An approach to evaluating the course through classroom performance and two suggestions for research studies are presented. Seven references are included. (KJ)

23. ED 022 625 RE 001 280
 Larrick, Nancy, Ed. Stoops, John A., Ed.
 What is Reading Doing to the Child?
 Lehigh Univ., Bethlehem, Pa.
 Pub Date 67

Note--135p.; Highlights from the Sixteenth Annual Reading Conference, Lehigh University.

Available from--The Interstate Printers & Publishers, Inc.,
Danville, Illinois

Document Not Available from EDRS.

Descriptors--Audiovisual Aids, Beginning Reading, Migrant Workers, *Reading Instruction, *Reading Interests, *Reading Materials, *Reading Readiness, Secondary Grades, Social Change, Teaching Methods, *Teaching Quality, Teenagers, Values

Highlights from the 16th annual Reading Conference of Lehigh University are organized under the following major headings: The Voice of Theory, The Voice of Practice, and The Words of Reform. Some of the papers presented deal with the following: (1) the use of films, records, and filmstrips as a way of introducing picture books to children in communities of migrant workers, (2) the effects of current reading materials and procedures as seen by an experienced editor of children's books, (3) the teacher who puts concern for the child ahead of covering the textbook, (4) the comments of a group of children in intermediate grades on some aspects of their reading program, (5) teenagers' comments on the books they like and dislike, and (6) teenage reading interests and tastes. An index is provided. (KJ)

24. ED 022 626

RE 001 291

Dykstra, Robert

Classroom Implications of the First-Grade Reading Studies.

Pub Date Apr 68

Note--12p.; Paper presented at College Reading Association Conference, Knoxville, Tenn., April 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors--Basic Reading, *Beginning Reading, Initial Teaching Alphabet, Kinesthetic Methods, Phonics, Reading Achievement, Reading Comprehension, *Reading Instruction, *Reading Materials, *Reading Programs, *Reading Readiness, Reading Readiness Tests, Reading Skills, Spelling, Word Recognition

Identifiers--Cooperative Research Program

During the first year of the program, 27 individual projects enrolling approximately 20,000 first-grade pupils were involved. Fifteen of these projects participated in a second-grade followup study. Some conclusions based on an analysis of data are (1)

that prereading knowledge of letter names is the best single predictor of reading achievement in the primary grades, (2) that various measures of reading readiness predict achievement in a similar fashion for many types of reading programs, (3) that girls were generally superior to boys for all three testing periods, (4) that instruction in phonics is related to achievement in word recognition and spelling, (5) that direct instruction in comprehension is essential, (6) that a writing component is an effective addition to a primary reading program, (7) that the prereader should be taught to recognize letters of the alphabet, and (8) that pupils can learn to recognize more words than are commonly introduced in reading programs. The elements of the learning situation attributable to teachers, classrooms, schools, and school systems play a large role over and above the materials and/or approaches used. (RJ)

25. ED 022 627

RE 001 292

Austin, Mary C.

What Lies Ahead in Primary Reading?

Pub Date Apr 68

Note--22p.; Paper presented at College Reading Association Conference, Knoxville, Tenn., April 1968.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors--Autoinstructional Methods, *Beginning Reading, Computer Assisted Instruction, Educational Television, Instructional Innovation, Reading Consultants, *Reading Programs, Reading Tests, *Teacher Education, Teacher Selection, *Teaching Quality

A brief review of the research leads to the conclusion that children learn to read equally well with very different teaching methods and that the truly important factor in creating good or poor reading achievement is the quality of the teacher. Recommendations for preservice, inservice, and graduate training of teachers are given. The great influx of new instructional materials and gadgets can help to revitalize the curriculum and bring about exciting changes in pupil interest and attitudes. However, procedures must be implemented for studying and evaluating these innovations according to predetermined professional standards. New instructional materials, educational television, and computer assisted instruction will allow more attention to be given to individual differences among children. References are given. (RJ)

26. ED 022 628

RE 001 298

Cohen, S. Alan

Research and Teaching Reading to Disadvantaged Learners: Implications for Further Research and Practice.

Pub Date Apr 68

Note--15p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--*Disadvantaged Groups, *Elementary School Students, Environmental Influences, *Methods Research, Reading Diagnosis, Reading Difficulty, Reading Programs, *Reading Research, Reading Skills, Remedial Reading Programs, Research Methodology, Teacher Influence

Research on the teaching of reading to disadvantaged children often places too much emphasis on etiology rather than on pedagogy. The student's behavior, not the etiology, is the key to change. Suggestions that disadvantaged children have initial reading problems because of auditory, vocabulary, and visual discrimination deficits or articulatory problems are questionable because early reading vocabulary is quite limited, and existing discrimination problems are quickly alleviated by thorough sequential instructions. Also, research evidence indicates that slow learners are often concrete, motoric learners. Apparently average and above average disadvantaged children do not display this type of learning. Teachers have a major influence on the student's success in reading. Therefore, in addition to pedagogical treatments, the specific operants that discriminate good from mediocre and poor teachers must be isolated. Specific student behavioral deficits and strengths in reading when matched to teacher characteristics can produce a new concept in pedagogy.

27. ED 022 629

RE 001 303

Beldin, H. O.

Teaching Diagnostic Techniques to Classroom Teachers.

Pub Date Apr 68

Note--11p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--Audiovisual Aids, Developmental Reading, *Diagnostic Teaching, Diagnostic Tests, *Informal Reading Inventory, *Inservice Teacher Education, Instructional Aids, Methods

Courses, Methods Teachers, *Preservice Education, *Reading Instruction, Teacher Education, Teaching Skills

Many classroom teachers are not teaching children to read at proper levels because they lack skill administering diagnostic tests and need practice interpreting children's reading behavior during testing. The text-lecture approach may be adequate for imparting information about diagnostic procedures, but it is not adequate for developing skill in the application of this information. Audio and video tapes, transparencies, and films can be used to simulate actual classroom behavior. Audio tapes develop skills of auditory perception and memory, while video tapes and films develop skills in the observation and interpretation of behavior. Simulation materials which require teacher response can substitute for children in the early part of a training program. Later the teachers assume responsibility for the analysis of reading behavior while working with children under the supervision of the college instructor. Such training facilitates the use of the new skills in the classroom. (Author/KJ)

28. ED 022 630 RE 001 304
Bond, Guy L.
Diagnostic Teaching in the Classroom.
Pub Date Apr 68
Note--13p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--Beginning Reading, *Developmental Reading, *Diagnostic Teaching, *Elementary Grades, Individual Differences, Instructional Aids, *Reading Readiness, Reading Research, Research Needs, Teaching Methods, Teaching Procedures, Teaching Styles

Pertinent findings from the combined analyses of results of the United States Office of Education First-Grade Reading Studies are presented. Suggestions for incorporating diagnostic findings into the classroom teaching of reading are presented. The first-grade studies demonstrate that the reading achievement of first- and second-grade children is more closely related to the situation in which they are taught than it is to the general method by which they are taught. Greater variation in reading is found among the classes within any method than is found between the methods or the projects, even when the effects of differences in pupil abilities or projects in the 1,000 classrooms were controlled. Much of this difference should be attributed to differences in

teacher effectiveness. It was concluded (1) that the whole area of differences in specific teaching techniques, rather than differences in general method, needs further exploration, (2) that more research is needed to isolate the types of problems children develop while growing in reading, (3) that there is need for the development of programed self-corrective exercises designed to overcome the more common types of learning problems children develop, and (4) that most of the adjustment to individual differences is made by the sensitive, effective teacher. (KJ)

29. ED 022 631

RE 001 309

Powell, William R.

Reappraising the Criteria for Interpreting Informal Inventories.

Pub Date 25 Apr 68

Note--18p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors--Educational Testing, *Elementary School Students, *Informal Reading Inventory, Language Learning Levels, *Reading Comprehension, Reading Level, *Reading Research, Reading Skills, Reading Tests, *Word Recognition

The widely accepted 95 percent word recognition criterion used for designating the instructional reading level is re-evaluated. A survey of the original study of Betts and Killgallon indicated (1) that the 95 percent word recognition criterion was based on a 41-case sample at the fourth-grade level, (2) that repetition errors occurred most frequently and were counted as scoreable errors, and (3) that the child read the paragraph silently first, then orally. A sample of 178 average-achieving pupils in grades 1 to 6 was drawn. The highest reading level with a comprehension score nearest the 70 percent cutoff level was determined for each subject. The lowest percent of word recognition accuracy within the limits set by the comprehension score (70 percent) was recorded. Mean scores were computed for each grade level and in various combinations. The data indicated that pupils in grades 1 and 2 could tolerate on the average an 85 percent word recognition score and still maintain 70 percent comprehension. Pupils in grades 3 through 6 could tolerate on the average 91 to 94 percent word recognition score. It is suggested that the currently used informal inventories be viewed more as a methodology with guidelines rather than as a test instrument. A table and references are included. (CM)

30. ED 022 632

RE 001 327

Jan-Tausch, James

The Learning Disabilities Teacher.

Pub Date Apr 68

Note--9p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors--Child Development Specialists, Diagnostic Teaching, *Handicapped, Individual Instruction, Instructional Materials, *Learning Disabilities, *Learning Specialists, Reading Difficulty, *Special Education, Teaching Techniques

Identifiers--New Jersey School System

In 1959 the New Jersey State Legislature enacted a law establishing the position of learning disabilities specialist (LDS) in order to provide services to aid the classroom teacher's work with pupils who have handicaps or learning disabilities. The innovation of new instructional methods, the adaptation of new educational materials, and the planning of new instructional experiences are among the chief objectives. The focus is on basic physiological, psychological, environmental, and academic causes for learning disability. The efforts of the LDS are also directed to the prevention of learning disabilities in those children who give early evidence of such development. The local school superintendent is responsible for the selection of the LDS; however, the state will reimburse the school for the cost of the specialist. The functions of the learning disabilities specialist can be summarized as follows: (1) educational diagnostician, (2) consultant to the classroom teacher and the school administration, (3) teacher for small groups of handicapped children or for the individual handicapped child, and (4) member of the team for continued child study. (WL)

31. ED 022 633

RE 001 348

Shnayer, Sidney W.

Some Relationships Between Reading Interest and Reading Comprehension.

Pub Date 26 Apr 68

Note--10p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--*Intermediate Grades, *Readability, Reading Achievement, *Reading Comprehension, *Reading Interests, Reading Programs, *Reading Research

The relationships between reading interest and reading comprehension were studied through the performances of 578 sixth-grade students divided into seven ability groups. Each group was required to read material with readability scores two grades higher than the group's mean reading ability. They rated the selections according to degrees of interest and answered questions designed to measure comprehension. It was concluded that high interest produced greater comprehension which often enabled a child to read beyond his measured reading ability. High ability students were less affected by reading interest than low ability students. Low content interest allowed more accurate discrimination between good and poor readers than high content interest. A reassessment of current methods of evaluating reading ability might be necessary in order to determine if subject responses reflect low ability or low interest. Implications for educational practice in the areas of testing and teaching are discussed. Possible curriculum changes are suggested. References are listed. (BS)

32. ED 022 634

RE 001 355

O'Connor, William J.

The Relationship Between the Bender-Gestalt Test and the Marianne Frostig Developmental Test of Visual Perception.

Pub Date 25 Apr 68

Note--13p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--Age, Grade 1, Grade 2, Intelligence Differences, Perception Tests, Perceptual Development, Reading Readiness Tests, Relationship, Sex Differences, Socioeconomic Status, Test Reliability

Identifiers--Bender Gestalt Test, Harrison Reading Readiness Test, Marianne Frostig Developmental Test of Visual Perception

The relationship between the Bender-Gesalt Test was studied using the Koppitz Developmental Scoring System and the Marianne Frostig Developmental Test of Visual Perception in terms of age, sex, IQ, and socioeconomic status. A relationship to the Harrison Reading Readiness Test was also explored. Subjects were 89 first- and second-grade children (46 males and 43 females) grouped according to socioeconomic class--upper middle, lower middle, or lower. A relationship between low and average intelligence and test performance was noted. Lower socioeconomic classes gave a consistently poor performance in all test areas.

It was concluded that the two tests were measuring, to some degree, the same behavior, and, because of their low reliability, it is suggested that they be used together to test perceptual development. Both perception tests were related to the reading readiness test. Specific test variations are noted; further research is recommended. Detailed data tables are included, and references are listed. (BS)

33. ED 022 635 RE 001 357

Moe, Alden J. Feehan, Sister Mary Dorothy
The Use of Videotape Recorders in the Training of Reading Teachers.

Pub Date 26 Apr 68

Note--8p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors--Evaluation Techniques, *Inservice Teacher Education, Instructional Improvement, Mechanical Teaching Aids, *Microteaching, *Reading Instruction, Reading Programs, Teaching Skills, *Video Tape Recordings

The use of videotape recorders in the developmental reading practicum of the Experienced Teacher Fellowship Program in Reading at Clarke College, Dubuque, Iowa, is explained. Through microteaching, the participating teachers develop technical teaching skills necessary to all content areas and specific reading skills dealing with word analysis and comprehension. A videotape is made of the teacher as she teaches both small groups and regular classes of students. Afterward, the tape is viewed, discussed, and evaluated by the teacher and a supervisor. Subsequent revision of the lesson and reteaching results in improved teaching methods. The equipment used in the program includes a video recorder, a video camera, a small television monitor, and a microphone. The prices of videotape recorders (some under \$1,500) are noted. References are listed. (BS)

34. ED 022 636 RE 001 364

Massad, Carolyn Harick
Language-Thought Processes in Children from Differing Socio-Economic Levels.

Pub Date Apr 68

Note--11p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Creative Thinking, *Intermediate Grades, *Language Ability, Language Learning Levels, Performance Criteria, *Socio-economic Influences, *Thought Processes

The major objectives of this study were (1) to define more clearly "creativity" and "language aptitude," (2) to define the relationships among creativity, language aptitude, and intelligence, and (3) to clarify the role of socioeconomic level in determining these relationships. The subjects were 132 sixth-grade pupils from middle and low socioeconomic levels who were tested to establish their intelligence, language aptitude, and creativity. It was determined that the middle socioeconomic group performed at a significantly higher level on all three tests than did the low socioeconomic group. The experimental design basic to the study was a factor analytic design. Results indicated that children from the two different levels had different approaches to language tasks and different processes for creative thought. A change in the type of problem requiring divergent productive semantic thinking produced no change in middle socioeconomic thought processes, but did produce a change in the thought processes of the low socioeconomic group. Further research is suggested. References are included. (BS)

35. ED 022 637

RE 001 365

McCracken, Robert A.

Establishing Guidelines for Effective In-Service Programs in Reading.

Pub Date 25 Apr 68

Note--23p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors--Individual Differences, *Individualized Programs, *Inservice Teacher Education, Instructional Staff, Organization, Personnel Selection, *Program Guides, *Reading Programs, Resource Materials

"Developmental growth" and "average" are two concepts that can be recognized in teachers as well as in students. Inservice teacher training programs must be planned to allow for individual abilities and individual growth. A carefully structured program will (1) fit the program to the personnel, (2) extend over a long time period, (3) have instructors who are at different levels of professional competence, (4) provide support and challenge for

for participants, (5) conduct exemplary meetings and seminars, (6) demonstrate with children, (7) mix teachers from several schools, (8) encourage teacher individuality, and (9) make professional materials available. Local IRA groups can offer such programs even more effectively than colleges because of the time limit and external motivation of an outside institution. One NDEA Reading Institute is described in detail, and excerpts from participant responses are quoted. References are included. (BS)

36. ED 022 638 RE 001 372
Strengthening Reading Services Through Increasing Provisions for
Elementary Reading Centers.
Milwaukee Public Schools, Wis. Div. of Curriculum and Instruction.
Pub Date 67
Note--29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors--Academic Achievement, *Culturally Disadvantaged,
*Reading Centers, Reading Consultants, Reading Diagnosis,
Reading Materials, Reading Skills, *Remedial Reading, *Re-
tarded Readers, Student Attitudes

Identifiers--Elementary and Secondary Education Act, Title I,
Milwaukee Public Schools

The purpose of this project was to strengthen and extend reading services by increasing elementary school reading centers in the culturally disadvantaged areas of Milwaukee. A basic tenet of the program was the belief that continuous growth in reading ability is necessary for good academic progress. Besides furnishing plentiful reading materials, the centers offered remedial services to slow readers and attempted to develop in them confidence in their ability to read and enjoy books. Fifteen schools, located in highly populated, culturally disadvantaged areas and 1,005 slow reading pupils participated. Two distinct research designs were used in the evaluation. The first consisted of a test-retest approach to note changes in reading skills and pupil attitudes. The second, based on a random sampling of children from all the city's reading centers, measured long term gains. The results indicated reading achievement gains among the experimental subjects which exceeded those of the test norm group. Student attitudes toward school changed very little. A positive change was found in the specific area of reading, and the data suggest that the centers were of real value to retarded readers. (WL)

37. ED 022 639

RE 001 374

Rankin, Paul T., Jr.

Evaluation of the Basic Reading Demonstration Project, 1966-67.

Detroit Public Schools, Mich.

Pub Date Apr 68

Note--38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors--Basic Reading, *Beginning Reading, *Educationally Disadvantaged, Initial Teaching Alphabet, Inner City, Linguistics, Nonprofessional Personnel, Phonics, *Primary Grades, *Reading Achievement, Reading Instruction, Reading Programs, *Teacher Aides

Identifiers--Elementary and Secondary Education Act, Title I

A study was conducted to determine the effectiveness of six approaches to beginning reading instruction (basal, linguistic, phonic, programmed reading, i/t/a/, and unifon) in schools serving educationally disadvantaged children and to determine the effectiveness of lay aides in project classrooms. Subjects were approximately 4,000 pupils in primary one and two classes of 19 inner city Detroit public schools. The means and standard deviations of achievement and aptitude test scores were computed for each experimental treatment group. Teacher evaluations of lay aides' services were analyzed by response frequency distributions. Test results indicated that, with few exceptions, the reading achievement means for all treatment groups were below grade level in terms of national norms. With primary two pupils, i/t/a followed by the basal approach to reading instruction produced the highest mean achievement scores. Teachers' responses indicated that lay aides provided valuable classroom assistance. No conclusions regarding the relative effectiveness of the various methods of reading instruction can be drawn until June 1968 achievement test scores are available. Brief descriptions of the six teaching methods used in the experiment are included in an appendix. (BS)

38. ED 022 640

RE 001 383

Sequential Levels of Reading Skills, Prekindergarten--Grade 12.

New York City Board of Education, Brooklyn, N. Y.

Report No--CB-4

Pub Date 68

Note--59p.

Available from--Board of Education of the City of New York,
Publications Sales Office, 110 Livingston St., Brooklyn, N. Y.
11201 (\$2.00)

EDRS Price MF-\$0.50 HC Not Available from EDRS.

Descriptors--Content Reading, *Curriculum Guides, *Elementary Grades, Functional Reading, *Preschool Children, Reading Comprehension, *Reading Skills, *Secondary Grades, Sequential Reading Programs, Study Skills, Word Study Skills

This guide is designed to help teachers, staff members responsible for teacher training, and reading supervisors provide better reading instruction. The skills that lead to mature reading are arranged on eight levels of developmental sequence. Level A is concerned with developing prereading skills. Levels B to D treat initiating and developing basic reading skills; levels E to H stress extending, refining, and applying reading skills. Within each level, these skills are grouped in relation to the development of word power, recognition and interpretation of meaning, and work-study skills. Arrangement by level of difficulty rather than by grade level should encourage individualized instruction. The application of each skill to practical reading experiences in various curriculum areas and in functional situations in and out of the classroom is emphasized. Skills that help the reader develop appreciation of literary excellence are not included. A short overview of the levels of reading skills is given, and specific suggestions for skill application are noted. (BS)

39. ED 022 641

RE 001 390

Flessas, Gus P., Comp.

Sources of Reading Research--An Annotated Bibliography.

International Reading Association, Newark, Delaware.

Report No--IRA-AB-9

Pub Date 65

Note--7p.

Available from--International Reading Association, 6 Tye Avenue, Newark, Delaware 19711 (50 cents to members, 75 cents to non-members).

Document Not Available from EDRS.

Descriptors--*Annotated Bibliographies, Bibliographies, *Information Sources, Periodicals, *Professional Personnel, *Reading Research, Reference Books, Scholarly Journals

This annotated bibliography is composed of 39 citations ranging in date from 1924 to 1964. Its divisions include Standard References, Journals and Periodicals, and Bibliographies and Summaries.

Titles grouped under Standard References are primary or general sources. Those listed under Journals and Periodicals are regular or annual summaries; those listed under Bibliographies and Summaries are occasional or single sources which often deal with special areas of reading research. Entries in the first two divisions are arranged alphabetically according to title. Bibliographies and summaries are arranged alphabetically according to author or publication source. Listings include books, journal articles, monographs, and microfilm material. (BS)

40. ED 022 642

RE 001 393

Durr, William K. And Others
Helping Your Child Grow in Reading.
International Reading Association, Newark, Delaware.
Note--21p.

Available from--International Reading Association, 6 Tyre Avenue,
Newark, Delaware 19711 (\$1.00 to members, \$1.25 to nonmembers).

Document Not Available from EDRS.

Descriptors--Family School Relationship, *Parent Participation,
*Parent Role, Readiness, *Reading Development, Reading Pro-
grams, Reading Skills

This booklet is addressed to parents. The topics discussed are (1) the importance of reading, (2) the nature of reading, (3) reading in today's school, (4) preparing your child for reading, and (5) helping your child grow in reading. The general objectives are to inform the parent of the nature of reading and reading programs, to clarify the parent's role in the reading process, and to offer suggestions regarding the steps parents can take to help their children's progress in reading. (WL)

41. ED 022 643

RE 001 394

Spitzer, Lillian K., Comp.
Selected Materials on the Language-Experience Approach to Read-
ing Instructions--An Annotated Bibliography.
International Reading Association, Newark, Delaware.
Report No--IRA-AB-13

Pub Date 67

Note--16p.

Available from--International Reading Association, 6 Tyre Avenue,
Newark, Delaware 19711 (50 cents to members, 75 cents to non-
members).

Document Not Available from EDRS.

Descriptors--*Annotated Bibliographies, Educational Philosophy, Instructional Materials, *Language Experience Approach, *Professional Personnel, *Reading Instruction, Reference Materials, Self Expression, Teaching Techniques, Written Language

This annotated bibliography is composed of 103 citations ranging in date from 1940 to 1966. Its divisions include References and Research, Practices and Ideas, Practices and Ideas for Written Expression, and Teaching Materials. Titles grouped under References and Research are materials which explain the approach and its philosophy. Those listed under Practices and Ideas contain suggestions on many aspects of the approach, and citations listed under Practices and Ideas for Written Expression emphasize self-expression through writing. Entries include books, journal articles, monographs, and conference proceedings and are arranged alphabetically according to author within each category. Short introductory remarks by the compiler are included before the divisions. (BS)

42. ED 022 644 RE 001 404
Potter, Thomas C.
A Taxonomy of Cloze Research, Part I: Readability and Reading Comprehension.
Southwest Regional Educational Lab., Inglewood, Calif.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-6-2865
Pub Date 1 Jun 68
Contract--OEC-4-7-062865-3073
Note--52p.
Available from--Southwest Regional Laboratory for Educational Research and Development, 11300 La Cienega Blvd., Inglewood, Calif. 90304.

Document Not Available from EDRS.

Descriptors--*Cloze Procedure, Communication (Thought Transfer), Measurement Techniques, Readability, Reading Comprehension, *Reading Research, *Taxonomy, Test Reliability, Test Validity

General information about the cloze technique and summaries of experiments with adults and children in which it was used are presented. Results indicated that the most valid and reliable cloze test for measuring passage difficulty is one in which (1) an every nth mechanical mutilation system is used, (2) not more than 20 words in every 100 are deleted, (3) passage length is at least 250 words, (4) at least 50 words are deleted in order to

insure adequate sampling of passages, and (5) the exact word deleted is indicated as the most useful and efficient scoring criteria. It was also indicated (1) that deletion ratios of 1.10 and 1.12 in longer passages may be valid for certain purposes, (2) that scoring systems other than the exact word (synonym, form class) provide less interscorer reliability and require more time, and (3) that the separate scoring of form classes or content and function words may provide specific information for specialized purposes. Further research is recommended. A bibliography is included. (BS)

43. ED 022 645

RE 001 405

Hahn, Harry T.

Teaching Reading and Language Skills in Grades Two and Three.
Michigan State Univ., Rochester. Oakland Univ.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Bureau of Research.

Bureau No--BR-5-0573

Pub Date May 68

Contract--OEC-6-10-202

Note--116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors--*Basic Reading, *Beginning Reading, Composition Skills (Literary), *Initial Teaching Alphabet, Language Arts, Language Development, *Language Experience Approach, *Primary Grades, Reading Achievement, Reading Comprehension, Spelling, Vocabulary Development

The Oakland County, Michigan, first-grade study of the effectiveness of three approaches to beginning reading was extended to the second and third grades to investigate differences in their effects on reading and related language development. Each of 11 research teams chose three classrooms which used either the Initial Teaching Alphabet approach (i/t/a), the language experience approach (LE), or the basal reader approach (BR). Participating teachers were assisted by preschool conferences, biweekly meetings, supervision, and consultant services. Data on pupil achievement in reading and related language development were gathered from standardized test scores, reading records, oral and written compositions, and scores on a test of creative thinking. Results showed that the academic achievement of the i/t/a and LE groups equalled that of the BR group. The i/t/a group scored highest on spelling and word study. The LE group was superior to the BR group on word recognition, spelling, and paragraph comprehension. The LE and i/t/a groups read more books than the BR group, but

the BR group had better knowledge of the mechanics of English usage. Differences between the i/t/a and LE groups were negligible. Differences in vocabulary development were inconclusive, and differences in creativity were negligible for the three groups. Appendixes and a bibliography are included. (NS)

44. ED 022 646 RE 001 408

Rothrock, Dayton G.
A Workshop in Reading Research.
McPherson Coll., Kans.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-6-8483
Pub Date 15 Jul 66
Grant--OEG-3-6-068483-1213
Note--21p.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors--*Action Research, *Beginning Teachers, Inservice Education, *Reading Research, Research Methodology, Research Tools, Research Utilization, *Specialists, *Summer Workshops, Teacher Workshops

A 1-week workshop in reading research was held at McPherson College, Kansas, for 101 beginning teachers of reading and reading specialists to help them understand reading research literature and to encourage involvement in research. The workshop included lectures by authorities in the field, discussion periods, field trips to local summer reading programs, and reports by visiting researchers. The areas covered in discussion were research design in reading, needed research in reading, research on the diagnosis and remediation of reading disabilities, the gifted child in reading, television and reading interests of children, and success in beginning reading. An elementary statistics quiz and an attitude survey on reading research were conducted. Results showed that the participants had little background in elementary statistics and research and that their attitudes toward reading research were changed considerably by the workshop. They were convinced that research is not just for graduate work and that the new approaches to reading instruction and the use of reading machines are not adequately supported by research. A working syllabus is included. (NS)

45. ED 022 647 RE 001 410
Vilscek, Elaine C. Cleland, Donald L.

Two Approaches to Reading Instruction. Final Report.
Pittsburgh Univ., Pa.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Report No--PROJ-3195
Bureau No--BR-5-0589
Pub Date Jun 68
Contract--OEC-6-10-133
Note--216p.

EDRS Price MF-\$1.00 HC-\$10.90

Descriptors--Basic Reading, Language Development, *Language Experience Approach, *Language Research, Mental Development, *Primary Grades, Reading Achievement, Sex Differences, Socio-economic Status, *Teaching Methods

The extended effects of two instructional approaches, the Coordinated Basal Language Arts Approach and the Integrated Experience Approach to Communication, on pupils' language development at the second- and third-grade levels were investigated. Original subjects were 669 first graders who were pretested for readiness and intelligence. Of these, 396 second graders and 351 third graders were available for the final analysis. A 2x3x2 factorial design was used to test the effects of method, socioeconomic level, and sex, and the effects of method, mental age levels, and sex. Results indicated (1) higher second-year mean scores for pupils in the Integrated Experience Approach to Communication than for those in the Coordinated Basal Language Arts Approach, (2) a wider range of third-year raw scores and standard deviations for pupils in Integrated Experience Approach but no significant difference between methods, (3) a direct relationship between second- and third-year achievement and socioeconomic level and mental age, and (4) a distinct second- and third-year advantage in language areas of girls over boys. (BS)

46. ED 022 648 RE 001 412
Jenkinson, Marion D.
Cognitive Processes in Reading: Implications for Further Research and Classroom Practice.
Pub Date 26 Apr 68
Note--20p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors--Cognitive Development, Cognitive Measurement, *Cognitive Processes, Comprehension Development, Critical Reading, Critical Thinking, Measurement Instruments, *Reading Research, *Research Methodology, *Teaching Techniques

The lack of existing research on the cognitive processes in reading is discussed. The definition of cognitive processes, appropriate measuring instruments, consensus concerning the activity to be measured, and problems inherent in the materials and the reader are cited as limitations that are responsible for a shortage of research. Implications for classroom practice based on what research has been done are noted as follows: (1) aptitudes, attitudes, and abilities which will mature into basic cognitive abilities must be developed, (2) a systematic, sequential development process must be used, (3) judgment must be cultivated, (4) the ability to recognize relevant and irrelevant statements must be refined, (5) different thinking modes must be developed, (6) teacher means of eliciting comprehension must be expanded to include depth questions, outlining, summarizing, precis writing, and student-formulated questions, and (7) constant attention must be given to the development of each skill. Further research is recommended. References are listed. (RS)

47. ED 022 649

RE 001 415

Olsen, H. C.

Linguistic Principles and the Selection of Materials.

Pub Date Apr 68

Note--11p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Criteria, Graphemes, Individual Differences, *Instructional Materials, Intonation, *Linguistics, Morphemes, Phonemes, *Reading, *Reading Material Selection, Structural Analysis

The use of linguistic principles in selecting reading materials is relatively recent. Several years ago at Wayne State University, over 200 principles were identified as possible criteria for the selection of materials. About 50 of these were linguistic principles, some of which conflicted with the others. Descriptive linguistics seems, at present, to bear the greatest relevancy to the teaching of reading, although this may change as transformational grammar develops. Five examples of descriptive linguistic criteria follow: (1) What provision is made for controlling grapheme-phoneme correspondence? (2) What focus is

there in the materials on words per se? (3) Do the reading materials assume a single "correct" English? (4) Do the reading materials contain the common language structures of oral language? (5) Do the reading materials relate punctuation to intonation? For selectors to make wise choices, they must be aware not only of the whole range of principles, but also of the circumstances of given situations. (WL)

48. ED 022 650

RE 001 419

Sparks, J. E.

A State Legislates Improvement in Reading and the Miller-Unruh Act.

Pub Date 25 Apr 68

Note--15p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--Corrective Reading, *Educational Legislation, *Primary Grades, *Reading Diagnosis, Reading Difficulty, Reading Improvement, *Remedial Reading, State Legislation, *State Programs

Identifiers--Miller Unruh Reading Act

The state's role in reaching instruction improvement in California is illustrated by the Miller-Unruh Reading Act of 1965 which aims to prevent and correct reading disabilities at the elementary school level and to provide funds and services for special reading instruction. It requires that the Stanford Reading Test be given in May each year to children in the primary grades in all school districts of California. Funds and services should be awarded on the basis of greatest need and least financial ability. Reading specialists must be nominated and must pass an examination on reading instruction and theories for certification. The different school systems, the initiation of crash programs, the adoption of phonics-oriented textbooks, statewide interest in reading instruction, the improvement and growth of college reading courses, the improvement of reading instruction, awareness of individual differences and needs, and the availability of funds to needy schools are discussed in relation to the act. (NS)

49. ED 022 651

RE 001 433

Courtney, Brother Leonard

Are We Really Improving Reading in the Content Field?

Pub Date 27 Apr 68

Note--19p.; Paper presented at International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--*Content Reading, Factual Reading, Interpretive Reading, Readability, *Reading Comprehension, Reading Improvement, *Reading Instruction, *Reading Skills, *Study Skills

Studies representative of research in content area reading provide extensive but inconclusive evidence of the extent and effectiveness of reading in the content areas. Some of the studies reviewed in this paper illustrate gains made through special instruction in reading in the content areas. They point up the need to integrate reading instruction with subject matter and suggest that the content area teachers are best equipped to teach the reading and study skills needed in their respective content areas. The other studies cited are attempts to examine the relationship between general and special reading abilities, the readability of instructional materials used in the content areas, and the efforts made in the language arts to improve content area reading. There is need for better research in teacher training, in relating subject matter objectives to reading objectives, in providing adequate materials, in grouping for instruction, in the assessment of outcomes, and in the development of guidelines for administration and supervision of content area reading programs. A list of references is included. (NS)

50. ED 022 652

RE 001 437

Beery, Althea

Factors of the Reading Process and Their Implementation in the Total School Curriculum.

Pub Date 23 Apr 68

Note--8p.; Paper presented at International Reading Association Conference, Boston, Mass., April 23-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors--Administrator Attitudes, Critical Reading, Environmental Influences, Interpretive Reading, Perception, *Reading Comprehension, Reading Development, *Reading Instruction, *Reading Processes, Teacher Attitudes, *Word Recognition

The methods of reading instruction used and the emphasis given reading within the total elementary school program depend on the attitudes of the school administrators and the teaching personnel.

While reading is commonly defined as a decoding process, it is actually a complex process of word recognition, comprehension, critical or evaluative reaction to what is read, and fusion of newly acquired knowledge with previous knowledge and experience. Each of these components of the reading process is discussed. Other factors inherent in the learner or in the learning situation which influence reading success are mentioned briefly. Among these are the teacher, the home environment, the school atmosphere, and opportunities to read and freedom to choose one's books. Oral language facility and the ability to listen with understanding are prerequisites to success in reading and should be developed early in the child through careful guidance, appropriate learning materials, and experiences which encourage him to inquire, to discover, and to create. (NS)

51. ED 022 653

RE 001 438

Desberg, Peter Berdiansky, Betty
Word Attack Skills: Review of Literature.
Southwest Regional Educational Lab., Inglewood, Calif.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.

Report No--TR-3

Bureau No--BR-6-2865

Pub Date 1 June 68

Contract--OEC-4-7-062865-3073

Note--112p.

Available from--Southwest Regional Laboratory for Educational
Research and Development, 11300 La Cienega Blvd., Inglewood,
Calif. 90304.

Document Not Available from EDRS.

Descriptors--Basic Reading, *Elementary Grades, Graphemes, Initial
Teaching Alphabet, *Instructional Materials, Linguistics, Ortho-
graphic Symbols, Perception, Phonemes, Phonics, Pronunciation,
*Reading Programs, *Research Reviews (Publications), *Word
Recognition

The literature dealing with the identification process in beginning reading is surveyed. The first major section presents a review of the basal, Language Experience Approach, Phonic Word Method, linguistic, and i/t/a programs. Questions are raised about the empirical investigation of the subject matter and the instructional procedures used in these approaches. The second major section reviews reports of current word attack research designed to determine the stimulus units (cues) to which the reader attends and the identification techniques he utilizes in

the word attack process. Linguistic hypotheses, presented through a collaboration of linguists, psychologists, and educators, are checked for their efficiency in reading acquisition. Areas of suggested research include (1) a systematic study of the English language to determine an explicit subject matter, (2) the use of an interdisciplinary approach, and (3) further investigation of the stimulus units to which the beginning reader attends. An extensive bibliography of beginning reading mechanics literature is included. (Author/RT)

52. ED 022 654

RE 001 439

Ikenberry, Stanley O. And Others
Effects of Reading, Study Skills Improvement, and Reduced Credit Load on Achievement and Persistence of Failure Prone College Freshmen: A Pilot Study.
West Virginia Univ., Morgantown.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Report No--CRP-S-259
Bureau No--BR-5-8175
Pub Date Nov 66
Contract--OEC-5-10-312
Note--84p.

EDRS Price MF-\$0.50 HC-\$4.30

Descriptors--Academic Aptitude, *Achievement Gains, *College Freshmen, *Dropout Rate, Reading Centers, Reading Improvement, Reading Research, *Reading Skills, *Study Skills

The effect of training in reading-study skills and reduction of the academic credit load on the probability of academic success and the reduction of withdrawal rates for marginal college students was investigated. Subjects were 330 students, selected from the 1964-65 freshman class of West Virginia University, who had a predicted grade point average of 1.99 and below (on a 4.0 scale). Criterion measures included cumulative grade point averages, student grades converted to standard score basis, and student withdrawal rate per semester. Subjects were randomly assigned to four groups: (1) a reading-study skills class with reduced credit load, (2) a reading-study skills class with no reduction in credit load, (3) a reduced load with no special class, and (4) a control group with no special class and no reduction in credit load. At the close of the first semester each of the criterion measures showed a significant difference in favor of those groups taking the course. Significant interaction effects between the special course and the reduced load treatment were also shown.

The group with only the reduced load treatment achieved at a level below the other three groups and had the highest rate of withdrawals. A bibliography and appendixes are included.
(Author/WB)

53. ED 022 655
Appalachian Reading Survey.
Pennsylvania State Univ., University Park.
Pub Date Jun 68
Note--50p.

RE 001 440

EDRS Price MF-\$0.25 HC-\$2.60

Descriptors--Changing Attitudes, *Culturally Disadvantaged, Economically Disadvantaged, Grade 4, Grade 7, *Program Evaluation, *Reading Improvement, Reading Materials, *Reading Programs, Reading Research, Rural Schools, Student Attitudes, Teacher Education, Urban Schools

Identifiers--Elementary and Secondary Education Act, Title I, Northern Appalachia

The impact of ESEA Title I programs on reading competencies of elementary and secondary students in Northern Appalachia was examined. Fourth- and seventh-grade reading programs were assessed through samples taken from 74 different schools involving 1,429 students in 16 school districts within the Northern Appalachia area of Maryland, Ohio, Pennsylvania, and West Virginia. Divergent environments were represented. Research procedure included (1) pretesting and post-testing with Gates Reading Survey and an especially designed Reading Attitude Inventory, (2) on-site classroom observations, (3) interviews with teachers, students, and administrators, and (4) examination and cataloging of materials purchased as well as techniques used in their classroom implementation. Findings, conclusions, and implications of the research are listed. (WB)

54. ED 022 656
Hardyck, Curtis D.
The Effect of Subvocal Speech on Reading. Final Report.
California Univ., Berkeley.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Report No--PROJ-3256

RE 001 441

Bureau No--BR-5-1126
Pub Date Jul 68
Contract--OEC-6-10-275
Note--25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors--Adults, College Students, Feedback, High School Students, *Inner Speech (Subvocal), Instrumentation, Readability, *Reading Ability, Reading Materials, Silent Reading

The development of reading ability and the nature of reading processes after the ability has been developed were investigated. A theoretical model of reading ability development was systematically tested by investigating the importance of muscular and auditory feedback in the initial stages, by investigating the relationship of vocalization and subvocalization to the difficulty level of reading material, and by evaluating an effective technique for the elimination of subvocalization in adults. Two experiments allowing specific testing of theoretical predictions were performed on college students. Following these, a study was undertaken on high school students. It was found that subvocalization was more prevalent when difficult materials were read and that it could be eliminated when nondemanding material was read. High school students did not respond to treatment as did college students, nor was the treatment as lasting. Non-reverters scored higher on IQ and reading tests and required fewer treatments. References are included. (JB)

55. ED 022 657 RE 001 443
Mackintosh, Helen K., Ed.
Current Approaches to Teaching Reading.
National Education Association, Washington, D. C. Kindergarten
and Nursery Education.
Pub Date 65
Note--6p.
Available from--Department of Elementary-Kindergarten-Nursery
Education, National Education Association, 1201 16th St., N.W.,
Washington, D. C. 20036 (free).

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors--Basic Reading, *Beginning Reading, *Elementary Grades, Individualized Programs, Initial Teaching Alphabet, Language Experience Approach, Linguistics, Phonics, *Reading Instruction

Eight approaches to the teaching of elementary reading are described briefly. The Executive Committee of the Department of Elementary-Kindergarten-Nursery Education of the National Education Association selected the approaches to be discussed. They include (1) Language Experience Approach by R. V. Allen, (2) Phonic Approach by Charles E. Wingo, (3) Basal Reading Series by A. Sterl Artley, (4) Individualized Approach by Willard C. Olson, (5) Multilevel Reading Instruction by Don H. Parker, (6) Initial Teaching Alphabet by Sir James Pitman, (7) Words in Color by Dorothea E. Hinman, and (8) Linguistics in Beginning Reading by Charles C. Fries. These statements provide a spectrum of current thinking and discussion in the field of reading and offer an opportunity for teachers, curriculum committees, college and university teachers and students, and other groups and individuals to examine these approaches within a common framework. References are included. (Author/RT)

56. ED 022 658 RE 001 449
 Cooper, Minna And Others
 Developmental Reading in Social Studies; the Local Community:
 Long Island and New York City. A Guide for Teachers, Grade 7,
 Revised.
 Sewanhaka Central High School District Number 2, Nassau County,
 N. Y.
 Pub Date 64
 Note--63p.

EDRS Price MF-\$0.50 HC-\$3.25

Descriptors--Comprehension, Content Reading, Critical Thinking,
 *Curriculum Guides, *Developmental Reading, Directed Reading
 Activity, *Grade 7, *Social Studies, Study Skills, Vocabulary
 Development

This guide is designed to provide seventh-grade social studies teachers with materials needed to present instruction in reading skills and to teach those facts, concepts, and attitudes which are the aim of social studies education. Entries on the subject of Long Island and New York City are arranged by topic, and material within each topic is arranged according to two texts: "Living in New York" by Flierl and Urell, to be used with modified classes, and "New York: The Empire State" by Ellis, Frost, and Fink, to be used with honors and average classes. To promote the development of comprehension, vocabulary, critical thinking, and study skills, the guide presents exercises in categorizing, reading for main ideas and supporting details, organization, and map-reading. Questions are designed to evaluate the

students' mastery of these skills and of content subject matter. Some questions are designed to cover collateral chapters in the two books. (RT)

57. ED 022 659 RE 001 450
Cooper, Minna And Others
Developmental Reading in Social Studies; Westward Expansion and Transportation in New York State. A Guide for Teachers, Grade 7, Revised.
Sewanhaka Central High School District Number 2, Nassau County, N. Y.
Pub Date 64
Note--44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors--Ability Grouping, Comprehension Development, *Content Reading, Critical Thinking, *Curriculum Guides, *Developmental Reading, Directed Reading Activity, *Grade 7, Map Skills, *Social Studies, Study Skills, Vocabulary Development

This guide is designed to provide seventh-grade social studies teachers with materials needed to present instruction in reading skills and to teach those facts, concepts, and attitudes which are the aim of social studies education. Entries on the subject of westward expansion and transportation in New York State are arranged by topics, and material within each topic is arranged according to two texts: "Living in New York" by Flierl and Urell, to be used with modified classes, and "New York: The Empire State" by Ellis, Frost, and Fink, to be used with honors and average classes. The guide presents exercises to promote the development of vocabulary, comprehension, critical thinking, and map skills. Questions are designed to evaluate the student's mastery of these skills and of content subject matter. Some questions are designed to cover collateral chapters in the two texts and are so identified. (RT)

58. ED 022 660 RE 001 452
Cooper, Minna And Others
Developmental Reading in Social Studies; Early New York History: Settlement to Statehood. A Guide for Teachers, Grade 7, Revised.
Sewanhaka Central High School District Number 2, Nassau County, N. Y.
Pub Date 64
Note--97p.

EDRS Price MF-\$0.50 HC-\$4.95

Descriptors--Comprehension Development, *Content Reading, Critical Thinking, *Curriculum Guides, Developmental Reading, Directed Reading Activity, *Grade 7, *Social Studies, Study Skills, Vocabulary Development

This guide is designed to provide seventh-grade social studies teachers with materials needed to present instruction in reading skills and to teach those facts, concepts, and attitudes which are the aim of social studies education. Entries on the subject of early New York history are arranged by topic, and material within each topic is arranged according to two texts: "Living in New York" by Flierl and Urell, to be used with modified classes, and "New York: The Empire State" by Ellis, Frost, and Fink, to be used with honors and average classes. The guide presents exercises to promote the development of comprehension, vocabulary, critical thinking, and study skills. Questions are designed to evaluate the student's mastery of these skills and of content subject matter. Some questions are designed to cover collateral chapters in the two texts and are so identified. (RT)

59. ED 022 661

RE 001 456

Schneyer, J. Wesley Cowen, Sheila
Comparison of a Basal Reader Approach and a Linguistic Approach
in Second and Third Grade Reading Instruction. Final Report.
Pennsylvania Univ., Philadelphia.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-5-0601
Pub Date Aug 68
Contract--OEC-6-10-129
Note--235p.

EDRS Price MF-\$1.00 HC-\$11.85

Descriptors--*Basic Reading, Beginning Reading, *Linguistics, Oral Reading, *Primary Grades, Reading Development, *Reading Instruction, *Reading Research, Spelling, Teaching Methods, Word Recognition

A 2-year continuation of one of the 27 U. S. Office of Education First Grade Reading Studies is reported. Students in the linguistics approach were initially taught to read using the experimental edition of "A Basic Reading Series Developed upon Linguistic Principles" by Charles C. Fries and others. Students in the basal reader approach were initially taught to read using the "New Basic

Readers" (sixties edition) by Scott, Foresman. Data were analyzed by total treatment, ability score level, and sex. When the two treatment groups were considered as a whole and when performance on all of the criterion measures was considered, neither of the two approaches proved more effective at the end of grades 2 and 3. Although significant differences were found for some of the subskills in reading or related areas, neither of the approaches demonstrated superior performance in all aspects of the reading process. At the end of grade 2, students in the basal reader treatment showed significantly superior achievement in word study skills, spelling, and oral reading accuracy. At the end of grade 3, students in the linguistic group showed superior performance in the rate of oral reading and number of words used in written compositions. (Author/WB)

60. ED 022 662 RE 001 460
 Hayes, Alfred S. Buckingham, Hugh W.
 Inventory of Projects and Activities in Reading and English,
 Number 3.
 Center for Applied Linguistics, Washington, D. C.
 Pub Date Aug 68
 Note--81p.

EDRS Price MF-\$0.50 HC-\$4.15

Descriptors--Audiovisual Aids, English Instruction, *English Programs, *Information Dissemination, *Language Arts, Linguistics, Reading Instruction, Reading Materials, *Reading Programs, Reading Research

In an effort to coordinate information flow, a third inventory of British and American projects and activities in reading and English is presented. Entries are arranged alphabetically according to state or country and are identified as to study population level. There is also a topical index and an alphabetical listing of researchers. Reported information includes abstracts of (1) action projects seeking to exploit linguistic science and related fields, (2) projects seeking to explore ways of handling the special language problems of speakers of non-standard English, (3) schoolbased comparative experiments in teaching beginning and remedial reading, (4) studies of language arts and English curricula with a view to modification and revision, (5) projects to prepare new teaching materials and/or tests in reading and English, and (6) projects to exploit audiovisual aids. Included are an evaluation form, project report sheet, and references. (WB)

61. ED 023 535

RE 001 250

Henderson, Edmund H. Long, Barbara H.
Some Correlates of Reading Readiness among Children in Varying
Background.

Note--9p.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors--Caucasian Students, *Childhood Attitudes, Early
Experience, Emotional Development, Negro Students, Perceptual
Motor Learning, *Personality Studies, *Reading Readiness,
Socioeconomic Status

Identifiers--Childrens Self Social Constructs Test, Metropolitan
Readiness Test

The relationships between noncognitive factors and reading readiness in elementary school child were studied. One hundred and ninety-two entering first graders (half Negro, half white; half boys, half girls) were selected in two rural Southern counties at the initial stages of a desegregation program. The socioeconomic level of the groups was controlled so that half of each group belonged in grades 6 and 7 and half belonged in grades 1 through 5. The Metropolitan Readiness Test and the Children's Self-Social Constructs Test (preschool form) were given within the first few weeks of school. After 6 weeks, teachers were asked to rate all subjects on 24 bipolar dimensions of classroom behavior including follows directions and talks to other children. Intercorrelational analysis based on the total sample indicated a high relationship between readiness and eight of the 17 variables. Among the eight, preschool education, teachers' ratings, and age were the best predictors. Among the other significant relationships were distance from teacher, realism for size, and preference for mother. The data seem to indicate that meaningful social experience is as important as training in decoding skills for reading readiness. References are given. (WL)

62. ED 023 536

RE 001 257

Ellson, Douglas G.
A Report on Programed Tutoring.

Pub Date 24 Apr 68

Note--20p.; Paper presented at International Reading Association
conference, Boston, Massachusetts, April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors--Cooperative Teaching, Elementary School Students, Individual Instruction, Part Time Teaching, *Programed Tutoring, *Program Evaluation, *Reading Instruction, Teacher Aides, Teaching Methods, Test Interpretation

The paraprofessional who is a programed tutor can make a significant contribution to the teaching of reading as a technician whose duties and responsibilities are carefully limited and defined. Tutors are usually housewives with at least a high school education. They are required only to judge the correctness of reading responses and the acceptability of question answers. During the development of programed tutoring, more than 3,000 children have been tutored in about 60 schools. There are now 10 operational programs designed to teach the basic reading skills. Research indicates that programed tutoring used as a supplement to regular classroom teaching is more effective than either method alone. The results of a recent field test comparing programed tutoring and directed tutoring in which the subjects were 120 first-grade students in 20 Indianapolis schools suggest that programed tutoring, in its present form, utilized twice daily in 15-minute sessions as a supplement to conventional classroom instruction can significantly improve reading achievement. However, further research is needed to discover the conditions under which programed tutors make significant contributions to learning. Their degree of effectiveness finally must be evaluated by the performance of the children they teach. (BS)

63. ED 023 537 RE 001 312
Levine, Jane B.
The University of Pennsylvania Dyslexia Information Center.
Pub Date 26 Apr 68
Note--8p. Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors--Annotated Bibliographies, *Dyslexia, *Information Centers, Information Dissemination, *Information Sources

A systematic search is necessary in order to pull together a complete bibliography on dyslexia because the literature is divided among several quite different disciplines, notably medicine, education, and psychology. If the results of this search are shared, time will be saved and the general quality of research efforts will improve. The Reading Clinic of the University of Pennsylvania has produced an annotated bibliography which will be published in 1968. The bibliography will contain some

500 articles through 1965 from the entire spectrum of professions dealing with dyslexia and severe reading disabilities and will include articles from domestic and foreign language publications. Most articles have been abstracted and indexed, and a few have been copied and placed in Reading Clinic files. (Author/BS)

64. ED 023 538

RE 001 317

Lerner, Janet W.

A Global Theory of Reading--and Linguistics.

International Reading Association, Newark, Delaware.

Pub Date Feb 68

Note--6p.

Journal Cit--The Reading Teacher; v21 n5 p416-421 Feb 1968

Document Not Available from EDRS.

Descriptors--Administrator Attitudes, Classroom Environment, Language Learning Levels, *Linguistics, Reading Comprehension, *Reading Instruction, *Reading Processes, *Reading Skills, Teacher Influence, *Theories, Word Recognition

A proposed framework for a global theory of reading divides the total reading area into the following major systems: (1) the distinct reading skills and abilities which are involved with what the child can achieve, (2) the reading-learning process of the child which is involved with how he acquires reading skills, and (3) the actual teaching of reading which involves the impact of the teacher, class, and school environment on the child's learning processes. In the first system, linguistics can contribute to word perception and comprehension because of its emphasis on phoneme-grapheme relationships and intonation. In the second system, linguistics can contribute through emphasis on the relationship of a child's own language or dialect to his developmental and thinking processes. In the third system, linguistics has little to contribute. The systems are discussed in detail. References are listed. (BS)

65. ED 023 539

RE 001 321

Ecroyd, Donald H.

Negro Children and Language Arts.

International Reading Association, Newark, Delaware.

Pub Date Apr 68

Journal Cit--The Reading Teacher; v21 n7 p624-629 Apr 1968

Note--6p.

Document Not Available from EDRS.

Descriptors--*Language Arts, Language Development, Linguistics, Listening, *Negro Education, *Nonstandard Dialects, Oral Expression, *Readiness, Reading Skills, Second Language Learning, Teacher Attitudes, Urban Environment, Writing Skills

The language the Negro child brings with him to school has a linguistic structure which is clearly distinguishable from that of standard English. His language is not a defective form of speech. There is, however, what Labov calls, "reciprocal ignorance," a mutual lack of comprehension for the other's language system. Writing is a secondary symbol system, and, before it can be adequately taught, the correspondences between the child's primary symbol system which is oral and standard English must be understood. This, to a large extent, is what William S. Carroll intends to achieve with his "second language approach." It is necessary to involve the child in a series of experiences that develop his oral language competence. The Negro ghetto child must develop conceptual language symbols such as "up-down" and "big-bigger." It might be wise to delay the usual reading materials until this is successfully accomplished. The child should learn to manipulate the various parts of his language to read what he says. When this phase is well under way, he can begin to learn to read what the teacher says. (WL)

66. ED 023 540 RE 001 322
Hanson, Earl
Factors Related to Reading Rates.
International Reading Association, Newark, Delaware.
Pub Date Apr 68
Note--4p.
Journal Cit--The Reading Teacher, v21 n7 p663, 665, 667, 669
Apr 1968

Document Not Available from EDRS.

Descriptors--*Environmental Influences, Inner Speech (Subvocal), Intelligence Factors, Motivation, *Physical Characteristics, *Psychological Characteristics, Readability, Reading Habits, *Reading Research, *Reading Speed, Visual Perception

A summary of research on reading rate is presented. Cited studies dating from 1884 to 1965 suggest a relationship among reading rate and visual perception, practice in reading, power of concentration, mental alertness, complex reaction times, intelligence, amount of vocalization, content, rate of thinking, intensity of illumination, typographical factors, linguistic ability, motor ability, personality traits, age, oxygen transport efficiency, psychophysiological maturation, and the reader's

purpose and motivation. It is suggested that an individual's speed and span of perception develop most during the first four grades. Twenty-four references are included. (BS)

67. ED 023 541

RE 001 329

Harris, Albert J.

What About Special Theories of Teaching Remedial Reading?

Pub Date Apr 68

Note--14p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--Lateral Dominance, Learning Disabilities, *Medical Treatment, *Neurological Organization, *Perceptual Development, *Perceptual Motor Coordination, Psychomotor Skills, Reading Difficulty, *Remedial Reading

Four new approaches to remedial reading directed toward the stimulation of defective perceptual areas by procedures other than teaching reading skills are reviewed. The Delacato approach emphasizes the development of neurological organization and laterality. It may be useful for a small percentage of children with severe reading disabilities, but its value has not been substantiated. The Kephart approach proposes the development of learning readiness through exercises which develop balance and motor control, eye-hand coordination, and directionality. A third approach stresses specific perceptual training. It resulted from the development of the Illinois Test of Psycholinguistic Abilities and the Frostig Developmental Tests of Visual Perception. The possible contribution of pharmacology to remedial education is explored by an approach which suggests the use of drugs for children with reading disabilities. These four approaches, however, have failed to produce conclusive evidence of their effectiveness. More carefully controlled research is recommended. Forty-six references are cited in the bibliography. (NS)

68. ED 023 542

RE 001 332

Guszek, Frank J.

Questioning Strategies of Elementary Teachers in Relation to Comprehension.

Pub Date 26 Apr 68

Note--16p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--Abstract Reasoning, *Cognitive Processes, Creative Thinking, Critical Thinking, *Elementary School Teachers, Logical Thinking, *Questioning Techniques, *Reading Comprehension, *Thought Processes

Reading lessons were observed, taped, and analyzed to determine how teachers' questioning strategies contribute to students' ability to comprehend materials read. The kinds of thinking elicited by teachers' questions were investigated by means of a classification scheme developed which included recognition, recall, translation, conjecture, explanation, and evaluation. The characteristic patterns of teachers' questioning behaviors used to control students' responses were categorized into Immediate Right Answer, No Answer Permitted, No Answer Received, and Extending Answers. Question clusters used by teachers to relate the thinking of two or more questions were classified into Setting Purpose-Followup, Verification, Judgmental, and Justification. An analysis of 1,857 questions of 12 randomly selected second-, fourth-, and sixth-grade teachers showed that the teachers tended to emphasize questions which required recall thinking. While they used several controlling actions to cue, clarify, extend, or shut off the students' thinking, they tended to use the Immediate Right Answer pattern. Teachers failed to put questions into clusters which would extend students' thinking and comprehension of the material read. (NS)

69. ED 023 543 RE 001 379
Jenkinson, Marion D.
Realms of Reading: Rhetoric, Reasoning and Reflection.
Note--31p.; Paper presented at International Conference on
English, Vancouver, August 1967.

EDRS Price MF-\$0.25 HC-\$1.65

Descriptors--*Abstract Reasoning, Associative Learning, Comprehension Development, Content Reading, *Critical Thinking, Learning Theories, Logic, Organization, *Reading Comprehension, *Rhetoric, Written Language

Rhetoric, reasoning, and reflection are discussed as the tools which enable a reader to distend the experience of reading to its greatest limits. Rhetoric is interpreted as the facility which allows the reader to understand both the necessary "how" and "what" of an author's work. Eleven cognitive processes used in written material are defined and related to rhetoric. The

importance of early instruction in rhetoric as it applies to reading as well as to writing is emphasized. Reasoning is discussed as a criterion necessary to decode an author's thought and language. It is identified as a requisite to perceiving the association of ideas and the organization of thought in a written work. Courses in logic at the high school level are advocated strongly. Reflection is designated as essential to avoiding the intellectual sterility. It is noted that in this age of mass communication, reading remains unique in its individualized approach. The reader can choose according to his interest and can adjust the rate and time of his communication to allow for consequential reflective thought. References and illustrative figures are included. (BS)

70. ED 023 544

RE 001 442

Roth, Lois H. And Others
Design for Developing Colorado Reading Programs.
Colorado State Dept. of Education, Denver.
Pub Date Jun 67
Note--38p.

EDRS Price MF-\$0.25 HC-\$2.00

Descriptors--*Conference Reports, Curriculum, Gifted, Group Reading, *Guidelines, Language Arts, Principals, Reading Achievement, Reading Consultants, Reading Diagnosis, Reading Difficulty, Reading Instruction, *Reading Programs, Reading Skills, Remedial Reading, Second Language Learning

Identifiers--Elementary and Secondary Education Act (Title I), Elementary and Secondary Education Act (Title II)

The report of an Invitational Reading Work Conference held in Denver in February 1966 suggests guidelines for examining existing curricula and establishing new reading programs and develops guidelines for planning and implementing reading programs which deal with the causes of reading problems. Conference leaders are listed. The contents (1) define reading, (2) describe a balanced reading program which involves the interaction of speaking, listening, writing, and reading, (3) define the roles of the classroom teacher, the reading teacher, the consultant, and the principal, (4) describe a reading breakthrough wherein children enjoy reading success, (5) provide an extensive checklist for observing a child's classroom reading habits and behavior, (6) describe the causes of reading problems, and (7) make recommendations providing for reading success concerning grouping, methods, materials, machines, gifted children, and English as a second language. References are included. (JB)

71. ED 023 545 RE 001 445
Fried, Marian And Others
Developmental Reading in Social Studies; Rise in Industry and
Agriculture.
Sewanhaka Central High School District Number 2, Nassau County,
N. Y.
Pub Date 65
Note--104p.

EDRS Price MF-\$0.50 HC-\$5.30

Descriptors--*American History, *Content Reading, Context Clues,
Developmental Reading, *Grade 8, Junior High Schools, Reading
Comprehension, Recall (Psychological), *Social Studies Units,
*Teaching Guides, Unit Plan, Vocabulary Development

This unit guide, sixth in a series of seven, is designed to provide eighth-grade teachers with materials for reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the rise of industry and agriculture is found in two texts: "This is America's Story," for use with average classes and "Exploring American History," for use with modified classes. Each chapter of material contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also provided. (JB)

72. ED 023 546 RE 001 446
Fried, Marian And Others
Developmental Reading in Social Studies; Civil War. A Guide for
Teachers, Grade 8, Revised.
Sewanhaka Central High School District Number 2, Nassau County,
N. Y.
Pub Date 65
Note--79p.

EDRS Price MF-\$0.50 HC-\$4.05

Descriptors--American History, Civil War (United States), *Content Reading, *Developmental Reading, Factual Reading, *Grade 8, Junior High Schools, Reading Instruction, Reading Level, Reading Programs, Reading Skills, *Social Studies Units, Study Skills, *Teaching Guides

This unit guide, fifth in a series of seven, is designed to provide eighth-grade social studies teachers with the material

necessary for providing reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the Civil War is found in two texts, Wilder and Ludlom, "This is America's Story," and Swartz and O'Connor, "Exploring American History." The former is designed for use with average classes; the latter, with modified. Each chapter of materials contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and pre-reading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also provided. (WB)

73. ED 023 547 RE 001 447
 Fried, Marian And Others
 Developmental Reading in Social Studies; Discovery and Exploration. A Guide for Teachers, Grade 8, Revised.
 Sewanhaka Central High School District Number 2, Nassau County, N. Y.
 Pub Date 65
 Note--99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors--*American History, *Content Reading, Developmental Reading, *Grade 8, Junior High Schools, Reading Comprehension, Recall (Psychological), *Social Studies, Social Studies Units, *Teaching Guides, Unit Plan, Vocabulary Development

This unit guide, first in a series of seven, is designed to provide eighth-grade teachers with materials for achieving the dual objectives of providing reading and study skills instruction while developing facts, attitudes, and concepts of social studies. Information about discovery and exploration is found in two texts: "This is America's Story," for use with average classes and "Exploring American History," for use with modified classes. Each chapter of material contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of subchapter and chapter headings and pictures. Combined questions applicable to both textbooks are also provided. (JB)

74. ED 023 548 RE 001 448
 Fried, Marian And Others
 Developmental Reading in Social Studies; European Colonies in

the New World and the Colonies Struggle for Independence. A Guide for Teachers, Grade 8, Revised.
Sewanhaka Central High School District Number 2, Nassau County, N. Y.
Pub Date 65
Note--59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors--*American History, *Content Reading, Context Clues, Developmental Reading, *Grade 8, Junior High Schools, Reading Comprehension, Recall (Psychological), *Social Studies, Social Studies Units, *Teaching Guides, Unit Plan, Vocabulary Development

This unit guide, second in a series of seven, is designed to provide eighth-grade teachers with materials for reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the European colonies in the New World and America's struggle for independence is found in two texts, "This is America's Story," for use with average groups, and "Exploring American History," for use with modified classes. Each chapter of materials contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also provided. (JB)

75. ED 023 549 RE 001 451
Cooper, Minna And Others
Developmental Reading in Social Studies; New York State Government and Local Government. A Guide for Teachers, Grade 7, Revised.
Sewanhaka Central High School District Number 2, Nassau County, N. Y.
Pub Date 64
Note--133p.

EDRS Price MF-\$0.75 HC-\$6.75

Descriptors--Comprehension Development, *Content Reading, Critical Thinking, *Curriculum Guides, *Developmental Reading, Directed Reading Activity, *Grade 7, *Social Studies, Study Skills, Vocabulary Development

This guide is designed to provide seventh-grade social studies teachers with materials needed to present instruction in reading skills and to teach those facts, concepts, and attitudes which are the aim of social studies education. Entries on the subject of New York State government and local government are arranged by topic, and material within each topic is arranged according to two texts: "Living in New York" by Flierl and Urell, to be used with modified classes, and "New York: The Empire State" by Ellis, Frost, and Fink, to be used with honors and average classes. To promote the development of comprehension, vocabulary, critical thinking, and study skills, the guide presents exercises in outlining, critical reading, skimming, and interpreting charts and diagrams. Questions are designed to evaluate the student's mastery of these skills and of content subject matter. Some questions included are designed to cover collateral chapters in the two texts. (RT)

76. ED 023 550

RE 001 454

Schoeller, Arthur W.

Volunteer Reading Tutoring Program. Summary Report.

Milwaukee Public Schools, Wis.

Pub Date 68

Note--80p.

EDRS Price MF-\$0.50 HC-\$4.10

Descriptors--After School Tutoring, Community Consultants, *Community Programs, Cooperative Programs, Enrichment Programs, Reading Difficulty, *Remedial Reading Programs, Self Concept, *Tutoring, Urban Youth

The Volunteer Reading Tutoring Program in center city Milwaukee during the 1967-1968 school year was a mutual project of the School of Education Reading Clinic and the Center for Community Leadership of the University of Wisconsin-Milwaukee. The program was organized by two urban specialists and a reading consultant to meet the expressed reading needs of the center city community. Professional reading assistants worked with and trained the volunteer reading tutors. Tutoring centers were established in 12 churches throughout the community for retarded readers in grades 3 through 5. Positive evidence provided by informal observations and formal survey showed that the benefits of the Volunteer Reading Tutoring Program should continue to be available to center city residents. Specific recommendations for the future are listed. Reports from the 12 centers and appendixes are included. (WB)

the New World and the Colonies Struggle for Independence. A
Guide for Teachers, Grade 8, Revised.
Sewanhaka Central High School District Number 2, Nassau County,
N. Y.
Pub Date 65
Note--59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors--*American History, *Content Reading, Context Clues,
Developmental Reading, *Grade 8, Junior High Schools, Reading
Comprehension, Recall (Psychological), *Social Studies, Social
Studies Units, *Teaching Guides, Unit Plan, Vocabulary De-
velopment

This unit guide, second in a series of seven, is designed to
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and concepts of social studies. Information about the European
colonies in the New World and America's struggle for independence
is found in two texts, "This is America's Story," for use with
average groups, and "Exploring American History," for use with
modified classes. Each chapter of materials contains exercises
dealing with general vocabulary building, specific social studies
vocabulary, terms dealing with people, places, and things, and
tests for these words. Other exercises deal with note taking,
recall, and prereading skills such as use of the introduction,
subchapter and chapter headings, and pictures. Combined ques-
tions applicable to both textbooks are also provided. (JB)

75. ED 023 549 RE 001 451
Cooper, Minna And Others
Developmental Reading in Social Studies; New York State Govern-
ment and Local Government. A Guide for Teachers, Grade 7,
Revised.
Sewanhaka Central High School District Number 2, Nassau County,
N. Y.
Pub Date 64
Note--133p.

EDRS Price MF-\$0.75 HC-\$6.75

Descriptors--Comprehension Development, *Content Reading, Criti-
cal Thinking, *Curriculum Guides, *Developmental Reading,
Directed Reading Activity, *Grade 7, *Social Studies, Study
Skills, Vocabulary Development

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76. ED 023 550

RE 001 454

Schoeller, Arthur W.

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Milwaukee Public Schools, Wis.

Pub Date 68

Note--80p.

EDRS Price MF-\$0.50 HC-\$4.10

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the New World and the Colonies Struggle for Independence. A Guide for Teachers, Grade 8, Revised.
Sewanhaka Central High School District Number 2, Nassau County, N. Y.
Pub Date 65
Note--59p.

EDRS Price MF-\$0.50 HC-\$3.05

Descriptors--*American History, *Content Reading, Context Clues, Developmental Reading, *Grade 8, Junior High Schools, Reading Comprehension, Recall (Psychological), *Social Studies, Social Studies Units, *Teaching Guides, Unit Plan, Vocabulary Development

This unit guide, second in a series of seven, is designed to provide eighth-grade teachers with materials for reading and study skills instruction while developing the facts, attitudes, and concepts of social studies. Information about the European colonies in the New World and America's struggle for independence is found in two texts, "This is America's Story," for use with average groups, and "Exploring American History," for use with modified classes. Each chapter of materials contains exercises dealing with general vocabulary building, specific social studies vocabulary, terms dealing with people, places, and things, and tests for these words. Other exercises deal with note taking, recall, and prereading skills such as use of the introduction, subchapter and chapter headings, and pictures. Combined questions applicable to both textbooks are also provided. (JB)

75. ED 023 549 RE 001 451
Cooper, Minna And Others
Developmental Reading in Social Studies; New York State Government and Local Government. A Guide for Teachers, Grade 7, Revised.
Sewanhaka Central High School District Number 2, Nassau County, N. Y.
Pub Date 64
Note--133p.

EDRS Price MF-\$0.75 HC-\$6.75

Descriptors--Comprehension Development, *Content Reading, Critical Thinking, *Curriculum Guides, *Developmental Reading, Directed Reading Activity, *Grade 7, *Social Studies, Study Skills, Vocabulary Development

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76. ED 023 550

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77. ED 023 551
Reading Program.
Bloomington Public Schools, Minn.
Pub Date 67
Note--208p.

RE 001 455

EDRS Price MF-\$1.00 HC-\$10.50

Descriptors--Content Reading, Corrective Reading, *Curriculum Guides, *Developmental Reading, Reading Development, Reading Improvement, Reading Material Selection, *Reading Skills, Recreational Reading, Remedial Reading Programs, *Sequential Reading Programs, Supplementary Reading Materials

The reading program (K-12) of the Bloomington Public Schools, Bloomington, Minnesota, is defined and described. The program revolves around four major divisions: developmental reading, supplementary reading, library reading, and remedial reading. These major divisions are discussed relative to specific purposes, organization, materials, and activities. A detailed scope and sequence chart lists specific reading skills to be developed. Instructional materials for grades K-12 are listed under the topical headings of developmental, supplementary, and remedial reading. Suggestions for evaluation of the reading program are given. An extensive teaching guide of content material and suggested activities to supplement the basal reader is provided for elementary teachers. A bibliography and appendixes are included. (WB)

78. ED 023 552
Sensory-Motor Perception, Preliminary Findings of a Cooperative Curriculum Project.
Report No--DPSC-66-1268
Note--23p.

RE 001 458

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors--Auditory Discrimination, Auditory Perception, Auditory Training, *Curriculum Development, Instructional Materials, Lateral Dominance, *Motor Development, *Perceptual Development, *Perceptual Motor Learning, Sensory Aids, Sensory Training, Tactual Perception, *Visual Discrimination

Identifiers--Title III

Many children with learning problems have difficulties with perceptual development. This bulletin, reporting the preliminary findings of a Cooperative Curriculum Project funded under

Title III, Elementary and Secondary Education Act, discusses Kephart's definition of sensory motor perception. It defines and suggests activities and materials available for gross and fine motor development; body image, including posture, laterality, and dominance; visual motor perception, including visual motor coordination, figure ground, perceptual constancy, spatial skills, visual discrimination, and visual memory, auditory perception, including auditory discrimination and memory; and tactile discrimination. A bibliography and a film listing are also included. (JB)

79. ED 023 553

RE 001 459

Glassner, Leonard E.
Transition Room Program, 1967 Report.
Pittsburgh Public Schools, Pa.
Pub Date 67
Note--62p.

EDRS Price MF-\$0.50 HC-\$3.20

Descriptors--Corrective Reading, *Elementary School Students, Organization, Program Content, *Program Descriptions, Reading Instruction, Reading Programs, Remedial Reading, *Remedial Reading Programs, *Transitional Classes, Underachievers

Identifiers--Elementary and Secondary Education Act, Title I

The Transition Room Program of the Pittsburgh Schools was defined and evaluated by the staff, the administration, and a program evaluator from the Office of Research. The definition included general objectives, anticipated outcomes, student criteria and characteristics, staff qualifications and functions, media, student activities, and staff activities. The program was designed to help underachieving third and fourth graders solve reading problems by participating in a small class group for one-fourth to one-half of the school day. Seven of the 36 transition room teachers were interviewed to determine the compatibility of the transition room with the total school setting in respect to the use of student and teacher time, facilities, and media. The formal program definition was then evaluated with respect to its comprehensiveness and face validity. Metropolitan Achievement Test scores (paragraph meaning subtest) were compared for an experimental and a control group, and findings and conclusions are presented. The program produced increased student reading comprehension, but there is a need for a more precise program definition and an adequate treatment identification design. Appendixes include the two interview schedules used. (CM)

80. ED 023 554 RE 001 461
Dodd, Gerald
Improving Reading Skills in Regular English Classes, Grades 7-9.
An Instructional Bulletin.
Los Angeles City Schools, Calif.
Report No--LACS-SC-648
Pub Date 68
Note--25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors--Comprehension Development, Critical Reading, *Curriculum Guides, *English Instruction, Instructional Aids, *Junior High Schools, Locational Skills (Social Studies), Oral Reading, Reading Diagnosis, *Reading Instruction, *Reading Skills, Reading Tests, Silent Reading, Standardized Tests, Teaching Procedures, Vocabulary Development

Descriptions of suggested teaching procedures are given for each item in the "Reading Skills" sequence of the "Junior High School English Course of Study" (Los Angeles City Schools publication X-66). This information includes suggested diagnostic procedures such as standardized tests, observation of pupils, oral reading surveys, and silent reading with a comprehension checkup; a specific plan for teaching a reading lesson; and suggested procedures for teaching comprehension skills, vocabulary development skills, and locational skills. (JB)

81. ED 023 555 RE 001 463
Pope, Lillie
Guidelines to Teaching Remedial Reading to the Disadvantaged.
Pub Date 67
Note--125p.
Available from--Faculty Press, Inc., 1449 37th St., Brooklyn, N. Y. 11218

Document Not Available from EDRS.

Descriptors--After School Tutoring, *Disadvantaged Youth, Non-professional Personnel, *Reading Diagnosis, Reading Failure, Reading Games, Reading Instruction, Reading Level, Reading Materials, *Reading Skills, *Remedial Reading, Teaching Techniques, *Tutoring

This manual for nonprofessional tutors in remedial reading programs outside of the established educational structure deals with specific techniques needed for teaching children, adolescents,

and adults to read. It describes the problems of the student who comes for instruction and discusses the relationship between him and the tutor. It outlines in simple terms the skills that are involved in the reading act, the methods that can be used to evaluate a student's reading level and determine his special needs, the organization of a program of instruction, and the application of specific teaching techniques and materials. An inventory of elementary reading skills, a sample lesson plan, and a listing of the normal sequence for acquisition of reading skills are included. "Sound-Out Lists" with letters, words, and pictures are categorized for teaching various phonetic elements. Suggestions for teacher-made games and devices are given. A glossary, a directory of publishers, a list of commercial games, and a list of publications are included. (CM)

82. ED 023 556

RE 001 464

Supplementary Language Arts Centers in Danbury.
Connecticut State Dept. of Education, Hartford.
Report No--CSDE-Bull-105
Pub Date Jan 68
Note--25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors--*Economically Disadvantaged, *Educationally Disadvantaged, *Experimental Schools, *Federal Programs, Instructional Materials, *Language Arts, Listening Skills, Reading Skills, Speaking, Writing Skills

This bulletin, the fourth in a series, describes the Demonstration City Project in Danbury, Connecticut, a model school system designed to research and develop federally-funded programs in close cooperation with educational consultants. Central to the project's goal of turning potential into accomplishment and bringing children up to grade level, was the idea that language arts is more than reading alone. Speaking, writing, and listening skills were included in the planned curriculum. A description is furnished of the criteria by which the children, schools, schedule, curriculum, and staff were selected. Teacher impressions and ideas resulting from the project are listed. (JB)

83. ED 023 557

RE 001 466

Steed, Stanley M.
Teaching Dictionary Skills through a Slang Dictionary.
Pub Date 29 Jul 68
Note--19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--*Dictionaries, *English Curriculum, Language Instruction, Language Skills, *Research and Instruction Units, *Secondary Education, Skill Development, Tests, *Word Study Skills

A unit for teaching dictionary skills through the compilation of a slang dictionary was written with the purpose of providing an inductive learning situation. The students are to begin by defining slang usage and bringing in slang words and definitions on cards. Small groups are to be formed to evaluate the definitions and make additions. In preparing to assemble the dictionary, an investigation will be made to determine what should be included in each entry and how it should be arranged. The various elements of pronunciation, syllabification, spelling, inflected forms, parts of speech, synonyms, etymology, literary allusions, and levels of usage are to be discussed, with the teacher providing examples for study. An innovative test construction is described for evaluation of the unit. Different situations involving a boy with whom the students can identify are described, and multiple choice responses are listed. Another evaluative method described involves role playing. References are included. (CM)

84. ED 023 558 RE 001 467
Katrein, Robert M.
Conducting an In-Service Reading Program at the Secondary Level.
Grades 7-12.
Note--52p.

EDRS Price MF-\$0.25 HC-\$2.70

Descriptors--Content Reading, *Inservice Teacher Education, Program Development, Program Evaluation, Program Planning, *Reading Instruction, Reading Programs, *Secondary Grades, Teacher Attitudes, Teacher Participation

The importance, the characteristics, the organization, and the evaluation of effective secondary inservice reading programs are discussed. The importance of reading instruction in all subject areas and the importance of total faculty participation in the development of an inservice program are stressed. Three characteristic stages of an inservice reading program are noted: (1) stimulating the interest and understanding of the instructional staff, (2) providing encouragement and security for teachers implementing reading instruction methods in their classrooms, and

(3) producing effective reading teachers. Emphasis is placed on the suggestions that attendance not be mandatory, that separate programs be provided each year for new teachers, that actual teaching problems be treated, and that the program be continuous. Two organizational suggestions propose preparatory reading committees to initiate faculty interest, and overall attendance and participation by teachers, principals, and reading consultants to insure success. Formal and informal evaluation methods are suggested, with emphasis on the 11 criteria of the International Reading Association's "Conducting In-Service Programs in Reading." Several exemplary programs are described. A bibliography and sample teacher questionnaires are included. (BS)

85. ED 023 559

RE 001 468

LaPray, Margaret H.

Reading as a Second Language.

Pub Date Nov 67

Note--8p.; Paper presented at National Council of Teachers of English conference, Honolulu, Hawaii, Nov. 23-25, 1967.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors--*Content Reading, *English, Junior High School Students, Language Ability, *Language Handicapped, *Nonstandard Dialects, *Reading Failure, Vocabulary

Students who speak in a jargon related to, but different from, Standard American English and students who know a single or limited word meaning but are unable to translate that word into a new subject area content both need reading instruction as though Standard American English were their second language. All content area teachers must teach vocabulary, content, and reading skills in the language of their subject matter. The San Diego City Schools program for junior high school atypical readers described as severely handicapped, handicapped, and disabled is discussed as a good example of a reading program with total staff involvement. (CM)

86. ED 023 560

RE 001 469

Iverson, William J. And Others

Development of Lifetime Reading Habits.

International Reading Association, Newark, Delaware.

Pub Date 68

Note--86p.

Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$2.25 to members, \$2.50 to nonmembers).

Document Not Available from EDRS.

Descriptors--Adults, College Students, Content Reading, *Creative Reading, *Critical Reading, Elementary Grades, Literary Genres, *Reading Habits, Reading Improvement, *Reading Interests, Reading Materials, *Reading Skills, Secondary Grades, Teaching Techniques

This bulletin describes the nature and development of reading habits at elementary, secondary, college, and adult levels and offers suggestions for improvement. An appreciation of literary forms, taught in precise vocabulary, should be included in elementary instruction. The teaching of reading skills should be continued and developed in intermediate grades. Content area teachers in the secondary schools can most effectively teach such reading skills as vocabulary, rate adjustment, skimming, browsing, and the "skills of involvement." Critical and creative reading should be developed as separate functions at the secondary level. The reading habits of college students can be improved through the development of critical reading, reading flexibility, and context vocabulary. There is a trend toward lessening interest in reading through adulthood. Catalogs of children's books are listed. Sample topics of interest to a group of fourth graders are accompanied by suggested titles and a bibliography of children's books. Two appendixes of ideas, appropriate for primary and intermediate grade students, for developing lifetime reading habits are verbatim reports by elementary teachers. (CM)

87. ED 023 561 RE 001 470
Aaron, Ira E. And Others
Conducting In-Service Programs in Reading. Reading Aids Series,
No. 1.
International Reading Association, Newark, Delaware.
Report No--IRA-RA-1
Pub Date 65
Note--53p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$1.75 to members, \$2.00 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Inservice Programs, *Program Design, *Program Evaluation, Reading Improvement, Reading Instruction, Teacher Attitudes, *Teacher Workshops

Needs, goals, and characteristics of inservice programs in reading are discussed. Careful planning and organizing are emphasized; roles of various participants are outlined; and suggested criteria for evaluating the program are discussed. A discussion of survey

forms for inservice work in reading suggests areas of application, and sample survey forms are included. Examples of a variety of inservice programs in reading give a cross-sectional view of successful and not-so-successful programs with critical comments listing merits and weaknesses. (WB)

88. ED 023 562

RE 001 471

Johnson, Marjorie Seddon Kress, Roy A.
Information Reading Inventories. Reading Aids Series, No. 2.
International Reading Association, Newark, Delaware.
Report No--IRA-RA-2
Pub Date 65
Note--42p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$1.75 to members, \$2.00 to nonmembers).

Document Not Available from EDRS.

Descriptors--Evaluation Methods, *Informal Reading Inventory,
*Instructional Aids, Listening Skills, Oral Reading, *Reading
Diagnosis, Reading Level, *Reading Tests, Resource Materials,
Scoring, Silent Reading, Test Construction, Word Recognition

Techniques for developing and using informal reading inventories are listed. Concepts and purposes of the inventory are suggested, and reading levels are defined. Suggestions are offered for individual and group inventories, material preparation and analysis, question formation and selection, methods of scoring and recording, and methods of evaluation. A bibliography is included. (JB)

89. ED 023 563

RE 001 474

Gray, David
Final Report on the 1967 Summer Basic Skills Program.
Philadelphia School District, Pa.
Pub Date 68
Note--32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors--*Arithmetic, *Basic Skills, Educational Attitudes,
*Elementary Grades, Experimental Programs, *Low Achievers,
Methodology, Reading Achievement, *Reading Instruction, Staff
Improvement

A basic skills program designed for first- to sixth-grade students who were underachieving in reading or arithmetic was evaluated. The program was designed to raise the students' levels of achievement and to improve their attitudes toward learning. A staff development program designed to introduce teachers to new methods of teaching basic skills, to encourage their use of them, and to provide them with a better understanding of how to teach these skills was also evaluated. Three experimental reading methods were used: the Imperial Productions Self-Directive Program, the Stern Structured Linguistics, and the Sullivan Programed Reading. Two nonexperimental methods were also used: traditional phonics and eclectic approaches. Presession and post-session questionnaires, the Botel Phonics Inventory, the Reading subtest of the Metropolitan Achievement Test, and other tests were administered. It was concluded that all post-test means were significantly higher than pretest means. None of the five reading methods was significantly better than the others. Teachers using experimental methods were resistant to change. The importance of teacher involvement in curriculum development and change was established. A list of references, an appendix, numerous tables, and a review of related research are included. (RT)

90. ED 023 564

RE 001 475

Herber, Harold L.

Teaching Reading through Seventh Grade Science Content.

Sewanhaka Central High School District Number 2, Nassau County, N. Y.

Note--30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors--*Content Reading, *Developmental Reading, *Reading Achievement, Reading Material Selection, *Reading Programs, *Reading Research, Reading Skills, Supplementary Reading Materials

The effectiveness of teaching specific, related reading skills within a content subject was tested in seventh-grade science classes. Comparisons were made among seventh graders who were taught no reading skills in conjunction with a content subject, seventh graders who received instruction in reading skills within the social studies content, and seventh graders who received instruction in reading skills within the science content. The achievement of the three groups was compared according to performance on the Iowa Silent Reading Test, the New York State Science Survey, and the New York State Social Studies Survey. Samples were drawn from the total population of approximately 2,000

students and evaluated for reliability. The level of significant achievement gain between pretest and post-test scores was determined, and the amount of growth from group to group was evaluated. Results indicated that the reading, science, and social studies instructional programs produced significant gains regardless of the developmental reading program, but growth in subject content achievement was measureably affected by this reading instruction. Teacher experience in reading skills instruction may have been a factor. An appendix gives detailed, independent corroboration of the data processing. (WB)

91. ED 023 565

RE 001 477

Fry, Edward B.

The Readability Graph Validated at Primary Levels.

Harvard Univ., Cambridge, Mass. Graduate School of Education.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Bureau of Research.

Report No--TR-1

Grant--OEG-O-8-085762

Note--13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--*Cloze Procedure, Informal Reading Inventory, Oral Reading, *Predictive Validity, *Primary Grades, *Readability, *Reading Level, Reading Materials

The validity of Fry's Readability Graph for determining grade level readability scores was compared with the Spache Formula, the cloze technique, and oral reading in the case of seven primary-level books. Descriptions of these four indicated that to determine grade level, Fry's Readability Graph plots the total number of syllables with the total number of sentences for a 100-word passage. The materials used for comparative analysis were selected cloze passages read aloud by 30 primary grade children. Percent of errors was recorded for reading of the words not deleted, and grade level readability scores were computed by the Readability Graph and the Spache Formula. Rank order correlations showed highly consistent correlations for all four methods. The Readability Graph yielded about the same level scores as the Spache Formula. The cloze method was judged to be the most accurate and the most capable of making fine distinctions; however its use is limited because it requires a group of subjects to read the selections for evaluation at a given time. Tables and references are included. This research was funded under Title III of ESEA. (CM)

92. ED 023 566 RE 001 479
Responsive Environment Learning Centers "Feedback from the Field."
Responsive Environment Corp., New York, N. Y.
Pub Date 68
Note--118p.; Report of a conference held by Responsive Environments Corporation, Feb. 8-10, 1968.

EDRS Price MF-\$0.50 HC-\$6.00

Descriptors--Adult Reading Programs, *Autoinstructional Aids, Culturally Disadvantaged, Demonstration Programs, *Educational Environment, Learning Theories, *Multimedia Instruction, Remedial Reading Programs, Retarded Readers, Special Education, *Teaching Machines

This conference report describes the use of the Edison Responsive Environment (ERE), a "talking typewriter" based on some of the work of O. K. Moore. Conferees were various educators and officials of the Responsive Environment Corporation. Panel discussions and speeches describe the field use of the ERE in several educational settings including remedial language arts programs and programs designed for autistic children, culturally disadvantaged children, and retarded readers of normal intelligence. While most of the reports make reference to comparative research design, no analysis of data is presented, because many of the projects were still in progress at the time of the conference. Some discussion of learning theory and programing theory is included. (WB)

93. ED 023 567 RE 001 480
Moody, Barbara J., Ed. And Others
Recipes for Reading: A Teacher's Handbook for Diagnostic and Prescriptive Teaching, or the Reading Teacher's "Cookbook."
Cooperative Educational Services Center, Winsted, Conn.
Pub Date Aug 68
Note--434p.
Available from--Cooperative Educational Services Center, Box 528, Winsted, Conn. 06098.

Document Not Available from EDRS.

Descriptors--Basic Reading, *Codification, Corrective Reading, Elementary Grades, *Reading Diagnosis, *Reading Games, Reading Instruction, *Reading Materials, *Reading Skills, Sequential Reading Programs, Supplementary Reading Materials

Identifiers--Elementary And Secondary Education Act, PACE,
Projects To Advance Creativity In Education, Title III

A coding system for categorizing reading skills was developed in order to provide manuals for each grade level (preprimer through 6) that would aid teachers in locating materials on a particular skill by page number in a specific text. A skill code key of the skills usually taught at a given reading grade level is based on specific basal test items from the Ginn, Houghton-Mifflin, and Scott, Foresman basal reader tests. These skill code numbers are then used on corrective resources listings (for 14 publishers of basal readers) which provide information location for all skills coded in the unit. A sample diagnostic grouping sheet and skill coding sheets assist teachers in grouping students for instruction. A list of student recreational reading materials is given and supplementary instructional materials and suggested games and activities are provided for each grade level. A professional reading list is included. This research was supported under Title III of the Elementary and Secondary Act. (CM)

94. ED 023 568 RE 001 482
Smith, Carl B., Comp.
Title III (PACE) Projects on Reading, 1967. ERIC/CRIER Reading Review Series, Volume 2, Bibliography 13.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Pub Date Aug 68
Note--87p.

EDRS Price MF-\$0.50 HC-\$4.45

Descriptors--Communication Skills, *Curriculum Development, Developmental Reading, *Educational Innovation, *Grants, Inservice Programs, Instructional Materials Centers, Learning Difficulties, Reading Centers, Reading Clinics, *Reading Programs, Remedial Reading, *School Community Programs, Youth Programs

Identifiers--Elementary and Secondary Education Act, Projects To Advance Creativity in Education, Title III.

One hundred and fourteen planning and operational grants related to reading which were approved during the fiscal year 1967 are listed. "Pacesetters in Innovation, Fiscal Year 1967" was reviewed, and all reading-related documents were selected for

inclusion. The bibliography is a complete listing of all PACE projects related to reading which were reported for 1967. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. All documents reported are available from National Cash Register, ERIC Document Reproduction Service, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Complete information on microfiche and hardcopy prices is included with each document, along with the ES number necessary for ordering the document. (JB)

95. ED 024 522

RE 001 249

Aaron, I. E.

Sequence of Reading Skills in Reading: Is There Really One?

Pub Date 27 Apr 68

Note--19p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--Basic Reading, Individualized Reading, Initial Teaching Alphabet, Language Experience Approach, Linguistics, *Literature Reviews, Perceptual Development, Phonics, *Reading Skills, *Sequential Reading Programs, Sight Method, Visual Perception, Word Study Skills

Selected recent research studies are reviewed under the following headings: (1) perception pretraining for reading, (2) hierarchical arrangement of reading skills, (3) comparisons of suggested sequences of different basal series, (4) code versus meaning emphasis in beginning reading, and (5) the relative effectiveness of methods involving sequential development. Although many experts believe that there is sequence in learning the reading skills, most of the studies cited in this review were not designed to investigate this specific problem. No final conclusions or evaluations are made. Fifty-four references are included. (RJ)

96. ED 024 523

RE 001 256

Austin, Mary C.

Preparing Teachers of Reading and Reading Specialists.

Pub Date Apr 68

Note--12p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors--Methodology, Professional Continuing Education, *Professional Education, *Reading Instruction, *Specialists, *Teacher Education Curriculum

There is an immediate need for improving the training of reading teachers and specialists. A new program should provide additional instruction at the undergraduate and graduate levels. Preservice teachers whether elementary or secondary, need some formal education in the teaching of reading. Graduate reading specialists should have (1) a minimum of a master's degree, (2) demonstrated success in the classroom, (3) an apparent desire for personal growth, and (4) skill in gaining the respect of and empathy with teachers and pupils. In addition, they should fulfill the standards of the International Reading Association. The graduate training should be on a full time basis for 18 to 24 months. There should also be access to further education and to other forms of professional stimulation. To be successful, the program should include not only improved curricula, but also improved methodology and internship experiences, and it must be supported at the local, state, and national levels. (BS)

97. ED 024 524 RE 001 284
Sheldon, William D. And Others
Comparison of Three Methods of Teaching Reading in the Second Grade.
Syracuse Univ., N. Y.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Report No--CRP-3231
Bureau No--BR-5-0582
Pub Date 67
Contract--OEC-6-10-076
Note--194p.

EDRS Price MF-\$0.75 HC-\$9.80

Descriptors--Basic Reading, Creative Writing, Linguistics, Oral Reading, Phonics, *Primary Grades, *Reading Achievement, Reading Comprehension, *Reading Difficulty, *Reading Instruction, Reading Materials, Remedial Reading, Spelling, Teaching Quality, *Word Recognition

The reading achievement of 376 second graders and the performances in oral reading and creative writing of 150 randomly selected subjects taught by three different methods were studied. All three approaches (basal reader, modified linguistic, and linguistic) were effective for reading instruction at the second-grade

level. The largest differences in achievement observed were differences in classroom means within treatment groups. An addendum supplementing the original report describes a modified continuation of the study which examined the reading achievement of 376 third-grade children relative to different methods of instruction received in grades 1 and 2. The addendum also describes the characteristics of 106 disabled readers among the third-grade population. These disabled readers could have been identified as potential reading failures at the beginning of first grade on the basis of objective measures. This study confirms the results of the first- and second-grade studies that none of the three approaches is entirely successful in teaching all children to read and that the teacher variable is a most important factor. A bibliography is included. (KJ)

98. ED 024 525

RE 001 305

Balmuth, Miriam

Visual and Auditory Modalities: How Important are They?

Pub Date 27 Apr 68

Note--17p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors--Aural Learning, *Beginning Reading, *Intermode Differences, *Reading Achievement, Reading Readiness, *Response Mode, Sight Method, Visual Learning

Research conducted over the past 80 years is examined to answer three questions on sensory modality as it relates to reading. In the 18 studies reviewed which relate to the superiority of one modality over another, there was no consensus regarding the relative effectiveness of modalities among adults. The evidence leans toward greater effectiveness of the visual modality among children. The review of eight studies which compared the effectiveness of the simultaneous use of more than one modality with the use of one modality alone revealed a problem in the definitions of modalities as used by different investigators. The results of these studies, however, generally support a combination of visual and auditory modes. Eight studies are reviewed which relate modality to reading ability. These studies suggest that while modality and perceptual skills are very important as factors in the early stages of reading instruction, cognitive abilities are more significant during the middle elementary grades. References are included. (RJ)

99. ED 024 526

RE 001 370

Brenneman, Roger L.

A Comparative Study of the Reading Interests of Amish and English Sixth Graders.

Pub Date 9 May 58

Note--41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors--*Family Environment, Family Influence, *Grade 6, *Mass Media, *Reading Interests, Recreational Activities, Recreational Reading, *Religion

The reading interests of a sixth-grade class of 12 Amish and 23 non-Amish children in a rural school in northern Indiana were compared to determine the impact of home environment and the mass media on children's reading interests. Data gathered through questionnaires and records of books read within a period of 4 weeks showed that reading ranked highest as a leisure time activity among the Amish children and non-Amish girls. Television viewing was a first choice for the non-Amish boys and a second choice for the non-Amish girls. On the average, a greater number of books was read by the Amish children. Hobbies were not mentioned as leisure time interests by the Amish children. Amish boys preferred animal and sport stories; Amish girls chose biographies and family and home stories. The non-Amish children read in more interest areas and favored mysteries, biographies, and stories of other lands and people. These results point out the strong influence of a strict religious home environment on children's recreational activities and interests. (NS)

100. ED 024 527

RE 001 385

Vernon, Magdalen D., Comp.

Visual Perception and Its Relation to Reading: An Annotated Bibliography.

International Reading Association, Newark, Delaware.

Report No--IRA-AB-11

Pub Date 66

Note--12p.

Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (50 cents to members, 75 cents to non-members).

Document Not Available from EDRS.

Descriptors--*Adults, *Annotated Bibliographies, *Children, *Reading Achievement, Retarded Readers, Visual Discrimination, *Visual Perception, Visual Stimuli, Word Recognition

This annotated bibliography on visual perception and its relation to reading is composed of 55 citations ranging in date from 1952 to 1965. Its divisions include Perception of Shape by Young Children, Perception of Words by Children, Perception in Backward Readers, and Perception of Shapes, Letters, and Words by Adults. Listings which include journal articles, books, and monographs are arranged alphabetically according to author within each category. Introductory remarks by the compiler are included before the divisions. (BS)

101. ED 024 528

RE 001 418

Rosenshine, Barak

New Correlates of Readability and Listenability.

Pub Date Apr 68

Note--17p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors--Evaluation Criteria, *Readability, Reading Comprehension, Reading Difficulty, *Reading Level, *Reading Material Selection, Textbook Selection

Horizontal readability, the analysis of essentially similar passages through classification of words and phrases according to their cognitive similarity, is discussed in relation to its usefulness in differentiating among materials designed for the same reading level. Three studies of horizontal readability in which passages were rated for high and low comprehension are described. Research findings indicated five variables of reading difficulty. (1) Vagueness, which resulted from indeterminate qualifiers and probability words, lowered comprehension. (2) Explaining links such as prepositions and conjunctions, which indicated that the cause, result, or means of an event or idea was being presented, raised comprehension. (3) The frequent use of examples produced greater understanding. (4) A rule-example-rule pattern of explanation was more effective than either inductive or deductive explanation. (5) The elimination of irrelevant sentences facilitated comprehension. It is noted that experimental research will be necessary to further clarify these findings, but it is recommended that the findings be implemented now for textbook evaluation. References are listed. (BS)

102. ED 024 529

RE 001 422

Webster, Staten W.

Research in Teaching Reading to Disadvantaged Learners: A
Critical Review and Evaluation of Research.

Pub Date 25 Apr 68

Note--33p.; Paper presented at International Reading Association
conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors--Behavior Change, Cultural Factors, *Economically
Disadvantaged, Elementary Grades, *Environmental Influences,
Identification, *Learning Difficulties, Preschool Children,
Program Evaluation, Reading Difficulty, *Reading Programs,
Reading Skills, Secondary Grades, *Teacher Influence

This review of reading research literature deals with three
major areas. First, 10 problems that inhibit the educational
development of disadvantaged learners are identified and dis-
cussed. Secondly, programs designed to aid these students are
reviewed. They include reading programs for preschool, ele-
mentary school, and secondary school age groups and for young
adults. Research dealing with the attractiveness of certain
reading content and with the effects of teacher behavior is
included in this section. Finally, the research presented in
the first two sections is evaluated. It is concluded (1) that
most reading programs for the disadvantaged learner fail to
consider his characteristic learning problems, (2) that not
enough emphasis is placed on specific behavioral modifications
desired in the student, (3) that disadvantaged students often
are not properly identified, (4) that too little emphasis is
placed on differences in teacher competencies, interests, and
attitudes, and (5) that too many programs are of a "one-shot
nature." Longitudinal studies of reading efforts are needed.
A bibliography is included. (BS)

103. ED 024 530

RE 001 444

Fried, Marian And Others

Developmental Reading in Social Studies: U. S. Become a World
Leader. A Guide for Teachers, Grade 8, Revised.

Sewanhaka Central High School District Number 2, Nassau County,
N. Y.

Pub Date 65

Note--99p.

EDRS Price MF-\$0.50 HC-\$5.05

Descriptors--*Content Reading, Context Clues, *Grade 8, Junior
High Schools, Reading Comprehension, *Reading Instruction, *So-
cial Studies, Study Skills, *Teaching Guides, Vocabulary
Development

This unit guide, seventh in a series of seven, is designed to provide eighth-grade social studies teachers with materials that develop the facts, attitudes, and concepts of social studies and that also present reading and study skills instruction. Information about the United States as a world leader is presented along with reading exercises in assigned chapters of "This is America's Story" by Wilder and Ludlom, a text to be used with average classes, and "Exploring America's History" by Schwartz and O'Connor, a text to be used with modified classes. New vocabulary words are introduced at the beginning of each chapter. Exercises provide practice in (1) making generalizations, (2) interpreting pictures, charts, and maps, (3) outlining, (4) reading under direction, and (5) the SQ3R study method. Questions directed to organization, cause and effect, and sequence and analogy are given. Combined questions applicable to both textbooks are also provided. (RT)

104. ED 024 531 RE 001 462
 Johnson, Marjorie Seddon, Ed. Kress, Roy A., Ed.
 Significant Issues in Reading. Proceedings of the Annual Reading Institute at Temple University of the Commonwealth System of Higher Education, Volume 5, 1966.
 Temple Univ., Philadelphia, Pa.
 Pub Date 68
 Note--119p.
 Available from--Reading Clinic, Department of Psychology, Temple University, Philadelphia, Pa.

Document Not Available from EDRS.

Descriptors--*Beginning Reading, Class Organization, *Comprehension, *Content Reading, *Educationally Disadvantaged, *Evaluation, Linguistics, Reading Materials, Remedial Reading, Research, Study Skills, Vocabulary Development, Word Recognition

The 12 papers in this volume examine issues of import in the field of reading by first identifying and defining the crucial issues and then by providing for their illumination. Some issues discussed are comprehension, evaluation, research, and vocabulary. Also discussed are beginning reading, remedial reading, reading materials, word recognition, content reading, and study skills. Other issues include educationally disadvantaged preschool children and a linguistic approach to reading. Attention is directed to continuing problems to be faced in helping students toward maximum achievement in the field of reading. (RT)

105. ED 024 532 RE 001 472
Whipple, Gertrude, Comp. Black, Millard H., Comp.
Reading for Children Without--Our Disadvantaged Youth. Reading
Aids Series, No. 3.
International Reading Association, Newark, Delaware.
Report No--IRA-RA-3
Pub Date 66
Note--60p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$1.75 to members, \$2.00 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Culturally Disadvantaged, Instructional Aids, Intermediate Grades, *Language Development, Library Services, Preschool Programs, Primary Grades, *Reading Instruction, *Reading Programs, Remedial Reading, Secondary Grades

Successful reading practices and programs for culturally disadvantaged children are discussed by five authorities in the field. The first section, written by Gertrude Whipple, defines the kinds of pupils considered to be culturally disadvantaged, tells why they need a special program, and outlines the type of program needed. Three sections deal with suitable classroom activities and materials for these children. The primary section is written by Patricia Eastland, Detroit Public Schools; the middle grades section by Leonore Wirthlin, Cincinnati Public Schools; and the secondary schools section by Gertrude L. Downing, Queens College. The last section, by Millard Black and Gertrude Whipple, describes 10 reading programs, some that are schoolwide and others that are school-system-wide. Some of the programs are operated by the public schools and others by private groups such as churches. References are included. (JB)

106. ED 024 533 RE 001 473
Dawson, Mildred, Ed.
Children, Books and Reading. Perspectives in Reading, No. 3.
International Reading Association, Newark, Delaware.
Report No--IRA-PR-3
Pub Date 64
Note--156p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$3.00 to members, \$3.50 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Childrens Books, Elementary School Teachers, *Independent Reading, *Instructional Aids, Libraries, *Literature Appreciation, Literature Programs, Parent Role, Principals, Reading Consultants, Reading Material Selection, Recreational Reading, School Superintendents

The need to develop in children a desire to read and an appreciation of worthwhile reading materials is discussed. Each chapter is written by an authority and covers a different aspect of children's library book reading. Topics discussed include: the courage and valor of characters in books and the importance of these to children, and the authors of children's books and qualities they must bring to their work; the need for teachers to know children's books, their students' needs, and the school's library facilities; the process of helping children to choose suitable books; the role of parents in reading; the school's responsibilities, such as providing basic instruction, teacher training, and library and other resource facilities; the roles of the principal, superintendent, and reading consultant; the development of a comprehensive literature program; and the use of research in children's literature. A bibliography is included. (JB)

107. ED 024 534 RE 001 476
Fry, Edward B.
Reading Words With Vowels Missing and with Consonants Missing.
Pub Date 68
Note--16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--*Consonants, Elementary School Students, *Oral Reading, Phonics, *Readability, *Vowels, *Word Recognition

The relative importance of vowels in reading versus the relative importance of consonants was investigated by comparing the scores on the oral reading of a passage from which all vowels had been removed with the scores on the oral reading of the same passage from which all consonants had been removed. Scores for reading the passage with whole words were also recorded. Subjects were 128 Boston elementary summer school pupils and a small group of adults. It was found that the passage without the vowels was much easier to read than the passage without the consonants. A review of related studies and a discussion of implications for phonics teaching systems in beginning reading and for alphabet reform are given. Tables and references are included. (Author/CM)

108. ED 024 535

RE 001 478

Kling, Martin

Research in Secondary Reading.

Pub Date 68

Note--11p.; Reprint of chapter 10 of "Reading in the Secondary School," 1968 Yearbook of the New Jersey Secondary School Teachers Association.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--Bibliographies, Cognitive Processes, Educational Trends, *Reading Processes, *Reading Research, Reading Speed, *Research Needs, *Resource Materials, *Secondary Grades

Summers' annotated bibliographies of secondary reading (1963, 1964), "Review of Educational Research," "Journal of Reading," ERIC/CRIER, and "Research in Education" are listed as resources for all phases of reading. A shifting of trends in the nature and scope of research topics in secondary reading is noted, with diagnosis and treatment, readability, and reading in high school indicated as the most frequently researched areas from 1940 to 1960. The most significant theoretical-empirical study in reading at the secondary level is judged to be "Speed and Power of Reading In High School" by Holmes and Singer, a study based on the substrata-factor theory of reading. This study reveals that more is known about power of reading than about speed of reading and that different criterion groups--i.e. boys and girls--mobilize different sets of subabilities within their separate working systems in order to read for speed. This substrata analysis provides strategies for curriculum development and emphasizes what variables might be taught for various criterion groups. Bibliotherapy, critical reading, and flexibility are listed, among others, as areas of needed research. Charts, tables, and a list of references are included. (RT)

109. ED 024 536

RE 001 481

Bloomer, Richard H. Bernazza, A. M.

Reading and Typing: A Linguistic Reading-Typewriting Program for Beginning Readers. Volume 1, Teachers Edition.

Connecticut Univ., Storrs.

Pub Date 67

Note--137p.

Available from--The Olivetti-Underwood Corporation, 1 Park Ave., New York, N. Y.

Document Not Available from EDRS.

Descriptors--Auditory Discrimination, *Beginning Reading, Context Clues, Linguistics, Orthographic Symbols, Phonics, Reading Games, *Reading Instruction, *Reading Programs, *Teaching Machines, Typewriting, Visual Discrimination, *Word Recognition

A linguistic reading-typewriting program for beginning readers is described. It is based on the idea that combining reading and typing into a single program allows the child the benefit and motivation of learning to read that which he writes and to write that which he reads. It provides the child an opportunity to develop his own experience stories and to do independent reading and writing at an early age. This system integrates the typewriter with the "progressive part" phonetic system in which each new concept of learning is combined with all prior learnings into increasingly more complex experiences. The teaching unit for the program is the letter and its sound. Correct typewriter technique is emphasized. Games and exercises are designed to give the children practice in visual and auditory discrimination, two-letter blending, and combination sounding. Practice is also given in forming and recognizing new words, understanding word meanings, and using context clues in sentences. (RT)

110. ED 024 537

RE 001 483

Laffey, James L., Comp.

Research on Reading in the Content Fields: General and Other Subjects. ERIC/CRIER Reading Review Series, Volume 2, Bibliography 12.

Indiana Univ., Bloomington, ERIC Clearinghouse on Reading.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Bureau of Research.

Pub Date Oct 68

Note--119p.

EDRS Price MF-\$0.50 HC-\$6.05

Descriptors--*Content Reading, Critical Reading, Language Arts, Mathematics, Newspapers, Readability, *Reading Programs, *Reading Research, *Reading Skills, Sciences, Social Studies, Vocabulary

A bibliography, with descriptive abstracts, of articles dealing with research on reading in the content fields is presented. The listing is divided into two parts: a bibliography from research literature which focuses on general content reading skills and an "Other Subjects" bibliography selected from literature dealing with areas other than the basic curriculum areas of mathematics, science, language arts, literature, and social studies.

Each bibliography contains two parts: documents from six basic ERIC/CRIER references and documents from a seventh ERIC/CRIER reference providing access to material written on the topics prior to 1950. Each contains an author index. The seven basic ERIC/CRIER references are described, and the availability of documents within each is noted. (JB)

111. ED 024 538 RE 001 484
Laffey, James L., Comp.
Research on Reading in the Content Fields: Mathematics, Science,
and Social Studies, ERIC/CRIER Reading Review Series, Volume
2, Bibliography 10.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Pub Date Jul 68
Note--128p.

EDRS Price MF-\$0.75 HC-\$6.50

Descriptors--*Annotated Bibliographies, *Content Reading, Mathe-
matics, *Reading Research, *Research Reviews (Publications),
Sciences, Social Studies

Three bibliographies, each of which is divided into two parts, provide information on reading in the content areas of mathematics, science, and social studies. The first part contains abstracts of documents selected from six ERIC/CRIER basic references. The second part lists annotated materials from a seventh reference in order to provide some access to literature on the topic prior to 1950. Entries are arranged alphabetically according to author, and each bibliography contains an author index. A complete description of the seven ERIC/CRIER basic references and the availability of the documents within each reference are given. (WB)

112. ED 024 539 RE 001 485
Harris, Larry A., Comp.
Research on Reading in the Content Fields: Language Arts and
Literature. ERIC/CRIER Reading Review Series, Volume 2, Bib-
liography 11.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Note--227p.

EDRS Price MF-\$1.00 HC-\$11.45

Descriptors--Childrens Books, *Content Reading, *Language Arts, Language Development, Linguistics, Listening, *Literature, Literature Appreciation, Poetry, Readability, Reading Instruction, *Reading Research, Short Stories, Tests

Two bibliographies, each of which is divided into two parts, provide information on reading in the content areas of language arts and literature. The first part contains abstracts of documents selected from six basic ERIC/CRIER references. The second part lists annotated materials from a seventh reference in order to provide access to literature on the topics prior to 1950. An author index is also provided for each bibliography. Complete descriptions of the seven ERIC/CRIER basic references and the availability of the documents within each reference are included. (JB)

113. ED 024 540

RE 001 486

Koenke, Karl

The Effects of a Content-Relevant Picture on the Comprehension of the Main Idea of a Paragraph. Report From the Reading Project.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research.

Report No--WRDCCL-TR-56

Bureau No--BR-5-0216

Pub Date Jun 68

Contract--OEC-5-10-154

Note--41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors--Grade 3, Grade 6, Pictorial Stimuli, *Readability, *Reading Comprehension, *Reading Instruction, *Reading Research, *Visual Learning, Visual Perception

The importance of content-relevant pictures in the comprehension of the main idea of a paragraph was investigated. Various reading conditions were constructed which contained a paragraph, a picture, or both, each with three types of instructions. In addition, the effects of paragraph readability, student grade placement (grade 3 and 6), and sex were examined. An analysis of variance of the main idea responses to the pictures showed

that in general there were no significant differences between boys and girls or between third and sixth graders. Responses to one picture were better than responses to the other two, but only for sixth-grade subjects. The analysis of variance of ratings of the responses to the paragraphs with/without pictures and directions did not affect the adequacy of main idea responses. Although both readability and grade effects were significant, post hoc analyses showed that reading basic paragraphs led to significantly better main idea responses only among the sixth graders and that the significantly higher boys' mean accounted for the difference. (Author/WB)

114. ED 024 541

RE 001 487

Otto, Wayne

Overview of the Wisconsin Prototypic System of Reading Instruction in the Elementary School. Report From the Reading Project.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research.

Report No--WRDCCL-PP-5

Bureau No--BR-5-0216

Pub Date Aug 68

Contract--OEC-5-10-154

Note--76p.

EDRS Price MF-\$0.50 HC-\$3.90

Descriptors--Grouping (Instructional Purposes), Inservice Teacher Education, *Reading Materials, *Reading Skills, *Reading Tests, *Sequential Reading Programs, *Student Records, Teaching Procedures, Traditional Schools

Identifiers--Wisconsin Prototypic System Of Reading Instruction

Although refinement and development are to continue, the Wisconsin Prototypic System is now at the point where it can serve as a basis for a reading program, particularly where there is to be strong emphasis on individually guided instruction. This report discusses the rationale and assumptions underlying the system and lists its component parts: an outline of reading skills, an individual skill development record that stays with the child from grades K through 6, prototypic exercises for the assessment of reading skills (reductions of the exercises are included in the report), the Wisconsin Expanding Inventory of Reading Development for use in group assessment of reading skills,

and a compendium of materials and procedures. Inservice preparation of staff, grouping for instruction, and implementation in the multiunit school and the traditional school are also discussed. Further areas of research are suggested. (WB)

115. ED 024 542 RE 001 488
Youtz, Adella C. Putnam, Lillian R.
Multi-Variable Comparison of Structural Reading Program and an Enriched Basal Reading Program With Disadvantaged Urban Children. Final Report.
Newark State Coll., Union, N. J.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-7-8079
Pub Date Aug 68
Grant--OEG-1-7-078079-3085
Note--82p.

EDRS Price MF-\$0.50 HC-\$4.20

Descriptors--Basic Reading, *Culturally Disadvantaged, Grade 1, Grade 2, *Language Skills, Linguistics, Phonics, Reading Comprehension, *Reading Instruction, *Reading Research, Student Attitudes, *Urban Teaching, Word Recognition

This exploratory multivariable comparison of an augmented structural (Stern and Gould) and an enriched basal (Winston) program was conducted with two matched classes of low to average ability disadvantaged children in grades 1 and 2. At the end of grade 1 the basal class rated significantly superior on the Gates-MacGinitie Comprehension Test and the California Test of Mental Maturity. The structural class rated significantly superior on the Structural Reading Achievement Test and in the number of words written on the writing sample. At the end of grade 2 significant differences favored the structural class in spelling ability and in the desire to write words and stories instead of to color pictures. Analysis of covariance, with mental ability controlled, showed the structural class to be equal or superior on most measures of the study. Consistent findings favoring the structural class in reading and writing samples were confirmed by a study of the progress of the lowest five readers in each class. The researchers inferred that the growth of the structural class in language components and their favorable academic work habits suggested that the structural method provided a stronger foundation in language skills for these disadvantaged children. References and appendixes are included. (BS)

116. ED 024 543

RE 001 489

Otto, Wayne Barrett, Thomas C.
Two Studies of Children's Ability to Formulate and State a
Literal Main Idea in Reading. Report from the Reading Project.
Wisconsin Univ., Madison. Research and Development Center for
Cognitive Learning.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Report No--WRDCCL-TR-57
Bureau No--BR-5-0216
Pub Date Jun 68
Contract--OEC-5-10-154
Note--32p.

EDRS Price MF-\$0.25 HC-\$1.70

Descriptors--Concept Formation, *Elementary School Students,
*Reading Comprehension, *Reading Processes, *Reading Research,
Reading Skills

The two reported studies examined children's approaches to and success in conceptualizing a literal main idea in reading. The first study examined elementary pupils' ability to formulate a main idea for brief, carefully controlled paragraphs written with one specific but unstated main idea. The study revealed that although subjects' grade placement and paragraph readability were critical factors in determining response quality, the children's main idea responses were generally of low quality. In the second study second- and fifth-grade students were asked to formulate hypotheses about the main idea after each successive sentence of a paragraph was presented. This study revealed that relatively few subjects were successful in formulating a high level main idea statement and that children may have no clear conception of what a main idea ought to be. It was suggested that systematic teaching designed to channel pupils' energies in formulating main idea statements would yield worthwhile results. Background information, methodology employed, and paragraphs used in the study are included. (RT)

117. ED 024 544

RE 001 490

Blackman, Charles, Comp.
Reading Readiness, Achievement and Diagnostic Tests.
Missouri State Dept. of Education, Jefferson City.
Pub Date 68
Note--19p.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--*Achievement Tests, *Diagnostic Tests, Educational Testing, *Reading Readiness Tests, *Reading Tests, Standardized Tests, Supplementary Reading Materials, Testing Programs, *Test Selection

This list of tests was compiled as a reference for those persons responsible for the planning of testing programs or evaluation. Although it is not intended to be all-inclusive, 12 reading readiness, 15 reading achievement, 9 diagnostic, and 10 achievement batteries are described. Two programs of supplementary materials are mentioned. Information on publisher, grade, scores provided, subtests, and time is given. It is suggested that this list be used to initially determine several tests and that specimen sets of these be secured for examination before a final selection is made. (CM)

118. ED 024 545 RE 001 491
Report for the First Year of a Project to Provide New Motivation for Reading Through Library Services in Overcrowded Elementary Schools, Title III, Public Law 89-10.
Saint Louis Board of Education, Mo.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Report No--DPSC-67-3076
Pub Date May 68
Grant--OEG-3-7-673076-2678
Note--73p.

EDRS Price MF-\$0.50 HC-\$3.75

Descriptors--*Elementary School Libraries, Library Programs, Library Services, *Motivation, *Reading Interests, *Reading Materials, *Supplementary Reading Materials, Tutoring, Volunteer Training

This ESEA Title III library program was designed to motivate the reading of elementary school pupils in the St. Louis, Missouri, schools. Main features of the program included (1) centralized processing of library materials; (2) establishment of a library services center; (3) establishment of libraries in 12 overcrowded elementary schools, (4) employment of library aides; (5) use of volunteers in motivating children to read; (6) application of the "corridor concept" by utilizing hall space for book storage and library displays; and (7) inservice training for library aides and volunteers. Evaluation showing a favorable response was made through the use of questionnaire responses from principals and faculty members of the participating schools and through circulation data. Appendixes are included. (WB)

119. ED 024 546 RE 001 492
Kling, Martin
General Open Systems Theory and the Substrata-Factor Theory
of Reading.
International Reading Association, Newark, Delaware.
Pub Date 66
Note--45p.; Reprint from Highlights of the Preconvention
Institutes, 1965, Albert J. Kingston, ed.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711

Document Not Available from EDRS.

Descriptors--*Models, *Reading, Reading Processes, *Systems
Analysis, *Systems Approach, *Systems Concepts, Theories

Identifiers--Open Systems Theory, Substrata Factor Theory

This study was designed to extend the generality of the Substrata-Factor Theory by two methods of investigation: (1) theoretically, to establish the validity of the hypothesis that an isomorphic relationship exists between the Substrata-Factor Theory and the General Open Systems Theory, and (2) experimentally, to discover through a series of substrata analyses the patterns of interaction by which a set of subject matter areas mutually and reciprocally support each other. Eight postulates, fundamental to both the General Open Systems Theory and the Substrata-Factor Theory, were identified. It was concluded (1) that there was an isomorphic relationship between all postulates in the two theories; (2) that subject matter areas could be conceived of as suprasystems girded by diverse, yet fundamentally related, subsystems; (3) that working system hierarchies were found for each content area manifesting quantitative and qualitative differences in organization of substrata sequences, amount of variance called for, and redundancy of particular variables; (4) that reciprocal interaction could be inferred from an X on Y and Y on X regression analysis; and (5) that the prorotation sequential technique might provide a basis for determining the extent of a particular subsystem's impact on the suprasystem. Suggestions for further research and a bibliography are included. (JB)

120. ED 024 547 RE 001 493
Kling, Martin
Reading and Basic Subject Matter Achievement of Job Corps Urban
Center Trainees.
Pub Date 67

Note--8p.; Reprint from 16th Yearbook of the National Reading Conference, Junior College and Adult Reading Programs-Expanding Fields.

Available from--National Reading Conference, Inc., Milwaukee, Wisc. 53233

Document Not Available from EDRS.

Descriptors--*Adult Reading Programs, Disadvantaged Environment, Disadvantaged Youth, Educational Legislation, *Educationally Disadvantaged, Reading Achievement, Reading Instruction, *Reading Programs, Testing

Identifiers--Job Corps

A description and evaluation of the educational achievement of Job Corps trainees at Camp Kilmer, New Jersey, during a 3-month period are given. Related literature is reviewed. Criteria for choosing camp enrollees are stated, and a comparison is made of the Kilmer Corpsmen and Corpsmen throughout the country which shows Kilmer's to be slightly older and higher in achievement than the average. Results of pretesting and post-testing are presented, indicating no statistically significant differences in reading, arithmetic, or language achievement. The idea of compensating for disadvantaged education is discussed along with the limitations of the study. Suggestions for further research and a bibliography are included. (JB)

121. ED 024 548 RE 001 494
Geerlofs, Marjorie White Kling, Martin
Current Practices in College and Adult Developmental Reading Programs.
International Reading Association, Newark, Delaware.
Pub Date Apr 68
Note--11p.
Journal Cit--Journal of Reading; v11 n7 p517-520, 569-575
Apr 1968

Document Not Available from EDRS.

Descriptors--*Adult Reading Programs, *College Instruction, College Programs, College Students, Developmental Reading, *Educational Practice, Reading Instruction, Reading Materials, *Reading Programs, *Surveys

The results of a questionnaire survey of 246 college and adult reading programs are presented. In 190 cases instruction was

conducted on a group basis. Completely individualized programs were reported by 16 institutions. Objectives were ranked by 172 institutions in the following order: comprehension, flexibility, rate, study skills, vocabulary, and other. Materials, methods, and course patterns were reported in detail. Tables show the frequently used workbooks and machines. The results are compared with other similar surveys in the areas of tests, instruments, and materials. The gap between theory and practice in reading is briefly discussed. References are included. (CM)

122. ED 024 549 RE 001 495
Early, Margaret J.
Teaching Comprehension Skills in Secondary School.
Pub Date 1 Nov 68
Note--13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--Cloze Procedure, *Comprehension Development, Discussion (Teaching Technique), Learning Processes, Oral Reading, Questioning Techniques, *Reading Comprehension, *Secondary Schools, Study Guides, *Teaching Methods

Understanding ideas, drawing inferences, and recognizing the author's organization and purpose are teachable comprehension skills. Prereading discussions can stimulate students to think before reading, to survey the material, and to raise questions which focus attention while reading. A study guide can develop comprehension through careful questioning which causes students to reason and to draw inferences, and post-reading discussions will allow students to develop thought processes as they verbalize their own thinking. Finally, practice in analyzing the learning process, work in oral reading, use of the cloze procedure, and time and practice help teachers to develop students' comprehension skills. (RT)

123. ED 024 550 RE 001 496
Silberberg, Norman And Others
The Predictive Efficiency of the Gates Reading Readiness Tests.
Pub Date Jan 68
Journal Cit--The Elementary School Journal; v68 n4 p213-8
Jan 1968

Document Not Available from EDRS.

Descriptors--Grade 1, Kindergarten, *Predictive Ability (Testing), Predictive Validity, Reading Readiness, *Reading Readiness Tests, *Reading Research, Testing

A study was conducted to determine which subtests of the Gates Reading Readiness Tests have greatest predictive efficiency. An experiment to assess the effect of training in reading readiness on 222 kindergarten children (107 girls and 115 boys) provided the data for the research. The experimental group received 2 months' reading readiness training; the control group received none. Both groups were tested in April, June, and October. It was found that the ability can be based almost wholly on the Letters and Numbers subtest. It is suggested that this one test be used to save time. It is also suggested that if similar tests are similarly analyzed, and those portions which provide redundant or slight information are eliminated, total testing time may be greatly reduced. (JB)

124. ED 024 551

RE 001 498

Silberberg, Norman E. Silberberg, Margaret C.
Case Histories in Hyperlexia.

Pub Date 68

Note--15p.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--Intellectual Development, Intelligence Factors, *Intelligence Level, *Reading Ability, *Reading Comprehension, Reading Development, Reading Difficulty, Reading Level, Reading Processes, *Stress Variables, *Word Recognition

Several case histories of hyperlexic children whose abilities in word recognition are at a level significantly higher than their general level of intellectual functioning are described, and the impact of such a condition on the child is suggested as an object of research. In the several cases presented, the hyperlexia resulted in environmental stress. The potentiality of later stress is expected to take the form of anxiety provoked by unrealistic assessment of the child's abilities and by the high-level demands placed on him by teachers and parents. Several of the children described had been referred for testing as gifted children on the basis of word recognition ability alone, and one had been accelerated to a higher grade. One boy had not been detected as dyslexic until the fourth grade when it was found that although his word recognition was at grade level, his reasoning and comprehension abilities were similar to those of a high-level, educable mentally retarded child. This condition is often not detected earlier because of the emphasis on word

recognition skills in the primary grades and because of the assumption of teachers and parents that if reading skills are high, other mental functioning should also be high. References are listed. (CM)

125. ED 024 552

RE 001 499

Sartain, Harry W.

Advantages and Disadvantages of Individualized Reading.

Pub Date 27 Apr 68

Note--18p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors--*Class Organization, *Individual Instruction, *Individualized Reading, *Reading Instruction, Reading Interests, Reading Materials

The following advantages of individualized reading are discussed: (1) a wide and varied selection of good children's literature may be used; (2) instruction may be adjusted to the child's interests, rate, skill needs, and optimal mode of perceptual learning; (3) best use of learning time is possible while all children are meaningfully engaged; (4) the individual conference provides personal interaction which has special appeal for many children; and (5) children seem to develop more favorable attitudes, so they usually read more books. The disadvantages of individualized reading include: (1) a large number of books is required; (2) some children have difficulty in self-selection; (3) there is no opportunity for readiness; (4) vocabulary, concepts, and skills are not systematically presented or repeated; (5) the teacher must be highly competent in identifying reading skills and in managing time; (6) some children require more definite structure and experience in group interaction; and (7) there is a danger that children will not read enough different types of books to broaden their literary interests. References to substantiating research are included in a 62-item bibliography. (CM)

126. ED 024 553

RE 001 500

Sartain, Harry W.

The Research Base for Individualizing Reading Instruction.

Pub Date 26 Apr 68

Note--15p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--*Autoinstructional Programs, Class Organization, *Grouping (Instructional Purposes), Group Reading, Individual Instruction, *Individualized Reading, Programed Materials, Reading Achievement, Reading Instruction, *Reading Research, *Teacher Role

Two prime factors are noted in the attainment of excellence in education: (1) an excellent teacher and (2) a situation that makes individualized instruction possible. Research studies comparing such grouping methods as homogeneous, heterogeneous, the Joplin Plan, team teaching, and nongrading are reviewed. The author suggests that school organization plans of themselves cannot provide for individual differences, but the more flexible plans free the teacher to do so. The research studies on individualized instruction are compared to show that this approach is more effective than basal group teaching in some cases, but equally or less effective in other cases. Some programs using autoinstructional devices are explained. Included among the tentative conclusions are (1) individualized reading requires highly competent teachers and (2) less capable pupils are less likely to be successful in individualized reading than in more conventional methods. An extensive bibliography is included. (CM)

127. ED 024 554 RE 001 501
 Robinson, H. Alan, Comp. Rauch, Sidney J., Comp.
 Corrective Reading in the High School Classroom. Perspectives
 in Reading, No. 6.
 International Reading Association, Newark, Delaware.
 Report No--IRA-PR-6
 Pub Date 66
 Note--135p.
 Available from--International Reading Association, 6 Tyre Ave.,
 Newark, Delaware 19711 (\$3.00 to members, \$3.50 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Corrective Reading, Reading Consultants, *Reading Diagnosis, *Reading Instruction, *School Administration, *Secondary Schools, Writing Exercises

This collection of papers presents many practical procedures for improving secondary school instruction in the several content areas. Topics included are principles and procedures in corrective reading, diagnostic techniques, the role of a reading consultant in the content areas, the use of writing to help poor readers, corrective reading in the content areas, and administrative questions about secondary school reading. An appendix lists

general references and specific subject area references for the classroom teacher's use in improving content instruction. Topical references follow individual articles. (RT)

128. ED 024 555 RE 001 502
Herber, Harold L., Comp.
Developing Study Skills in Secondary Schools. Perspectives in
Reading, No. 4.
International Reading Association, Newark, Delaware.
Report No--IRA-PR-4
Pub Date 65
Note--169p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$3.00 to members, \$3.50 to nonmembers).

Document Not Available from EDRS.

Descriptors--Audiovisual Aids, Organization, Reference Materials,
*Secondary Schools, *Skill Development, *Study Skills, Word
Study Skills

This collection of papers identifies and crystalizes desirable elements in a strategy for developing effective study skills in secondary schools. It covers the major areas in study skills and contains practical suggestions for teachers. The topics included are emphasizing word study skills, using book parts, using sources of information, perceiving organizational patterns of written materials, and attacking study materials effectively. Also included are topics on utilizing visual aids for effective learning and establishing successful study skills programs. References are included after each paper. (RT)

129. ED 024 556 RE 001 503
Early, Margaret J., Ed.
Reading Instruction in Secondary Schools. Perspectives in
Reading, No. 2.
International Reading Association, Newark, Delaware.
Report No--IRA-PR-2
Pub Date 64
Note--149p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$3.00 to members, \$3.50 to nonmembers).

Document Not Available from EDRS.

Descriptors--Clinical Diagnosis, Content Reading, *Developmental Reading, Organization, Problems, Program Evaluation, *Reading Instruction, *Reading Programs, Reading Research, *Secondary Schools

This collection of papers, written by specialists in the field, presents information on significant topics in secondary reading. Each paper is followed by a discussion which raises questions and emphasizes points made in the paper. The topics covered include the establishment of an all-school reading program, instruction and class organization, special problems encountered, and developmental reading instruction in the secondary school. Also included are reading instruction in the content fields, clinical studies of high school students' reading, evaluation of secondary school reading programs, and significant reading research at the secondary school level. References are included at the end of each paper. (RT)

130. ED 024 557

RE 001 504

Leedy, Paul D., Ed.

College-Adult Reading Instruction. Perspectives in Reading, No. 1.

International Reading Association, Newark, Delaware.

Report No--IRA-PR-1

Pub Date 64

Note--153p.

Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$3.00 to members, \$3.50 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Adult Reading Programs, Business Education, *Colleges, Developmental Reading, Elective Reading, Evaluation Techniques, Illiterate Adults, Reading Clinics, Reading Improvement, *Reading Instruction, Reading Materials, *Reading Research, Remedial Reading Programs, Speed Reading

Papers dealing with topics relating to college and adult reading instruction and discussions of these papers by reading authorities who offer differing viewpoints are presented. Subjects treated include humanistic aspects of reading; materials and methods in use; current and future programs; programs operated by business and industry; illiteracy; evaluation methods, clinical techniques involving readiness, personality factors, motivation, interest, physical factors, and mental characteristics of college students; and a summary and evaluation of pertinent research at the college and adult level. Subject bibliographies are included. (JB)

131. ED 024 558 RE 001 505
Berg, Paul C., Ed. George, John E., Ed.
Reading and Concept Attainment, Highlights of the 1967 Pre-
Convention Institutes.
International Reading Association, Newark, Delaware.
Pub Date 68
Note--53p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$1.50 to members, \$1.75 to nonmembers).

Document Not Available from EDRS.

Descriptors--Abstract Reasoning, *Associative Learning, Child
Development, *Concept Formation, *Concept Teaching, *Hypothesis
Testing, Learning Characteristics, Learning Processes, Learning
Theories, Logical Thinking, *Reading Instruction

The three papers presented in this publication examine in depth
the thought and practices that currently prevail in the special-
ized areas of reading and concept attainment. Two of the papers
deal with concept learning and the transformation of this know-
ledge into instructional guidelines. The third paper considers
the importance of concept attainment in reading and provides il-
lustrations of teaching practices that should prove helpful to
reading teachers. The teacher-learning factors involved are not
only maturation and social interaction but also mental and physi-
cal action and the ability of self-regulation. References are
included after each article. (BS)

132. ED 024 559 RE 001 506
Ladley, Winifred C., Comp.
Sources of Good Books and Magazines for Children--An Annotated
Bibliography.
International Reading Association, Newark, Delaware.
Report No--IRA-AB-7
Pub Date 65
Note--11p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (50 cents to members, 75 cents to non-
members).

Document Not Available from EDRS.

Descriptors--*Annotated Bibliographies, Bibliographies, *Book-
lists, *Childrens Books, Elementary Grades, *Literature,
Resource Guides, Secondary Grades.

This selective bibliography emphasizes lists of children's books and magazines compiled from 1960 to 1964 and includes no lists published before 1950. Short annotations describe the age range, the arrangement of contents, and the usefulness of each list. Specific lists named include only those published separately as individual books or pamphlets. Magazine titles are cited only as sources for current materials. Bibliographies designed specifically as sources of good books for poor readers have been omitted because such lists are available in the 1964 International Reading Association's publication "Sources of Good Books for Poor Readers." Included are general book lists, books about children's literature, lists of current books, lists of specialized materials, and a directory of publishers. (Author/CM)

133. ED 024 560 RE 001 535
 Artley, A. Sterl
 Trends and Practices in Secondary School Reading: A Report on Recent Research.
 Indiana Univ., Bloomington. ERIC Clearinghouse on Reading; International Reading Association, Newark, Delaware.
 Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research.
 Pub Date 68
 Note--143p.
 Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$3.00 to members; \$3.50 to nonmembers).

EDRS Price MF-\$0.75 HC Not Available from EDRS.

Descriptors--Individualized Reading, Instructional Materials, Programed Instruction, Reading Ability, Reading Achievement, Reading Development, Reading Instruction, Reading Materials, Reading Programs, *Reading Research, Reading Skills, Remedial Reading Programs, *Research Reviews (Publications), *Secondary Grades

Information from more than 180 research studies reported during the last decade is presented on (1) secondary school reading achievement, (2) status factors related to growth in reading, (3) progress of reading instruction, (4) instructional procedures, (5) student reading interests, and (6) secondary reading personnel preparation. The research suggests that a decline in reading growth, noted at the junior high level, results from the lack of systematic reading instruction beyond grade 6 and from the absence of qualified reading personnel. It points out that a student's emotional, physical, and intellectual competencies, as well

as his reading purposes and communication abilities, are directly related to reading growth. The cited studies are predominately programs for the handicapped reader; these indicate that any remedial approach must be multidimensional to meet multifaceted needs. General program improvement suggestions include close integration of reading and content area material, sequential development that provides for individual needs in all areas of reading growth, and complete staff involvement. The use of a variety of reading materials and methods, both mechanical and textual, is recommended for reading instruction. More better-trained teachers and books with contemporary themes are needed. A comprehensive bibliography of studies cited is included.

134. ED 025 374

RE 001 262

Hastings, Dorothy M. H.

Significant Assets of Effective Teachers of Adult Reading.

Pub Date Apr 68

Note--12p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors--Adult Educators, *Adult Reading Programs, Functional Illiteracy, *Illiterate Adults, Literacy Education, *Remedial Reading, *Teacher Characteristics, *Teacher Qualifications

A basic consideration in selecting teachers of adult nonreaders should be the characteristics of the adult nonreader. While training and experience are essential, the most desirable characteristics of the effective teacher do not necessarily require degrees, certificates, or coursework. An awareness of the adult nonreader's attitudes, temperaments, motivations, family background, potentialities, and ultimate goals should enable the teacher to cope with the student's needs. This should be strengthened by the teacher's personal qualities: (1) acceptance of his own strengths, weaknesses, and responsibilities, (2) a genuine appreciation of the student's interests, needs, and accomplishments, (3) a wide range of interests, (4) compassion and empathy, and (5) fairness to all students. The greatest potential, however, could be the former students of adult education classes who succeeded while retaining insight into the problems and hopes of functional illiterates. (NS)

135. ED 025 375

RE 001 277

Smith, Phyllis W.

Self Concept Gain Scores and Reading Efficiency Terminal Ratios
as a Function of Specialized Reading Instruction or Personal
Interaction.

Pub Date Apr 68

Note--8p.; Paper presented at International Reading Association
conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors--Elementary School Students, *Individual Instruction,
Individualized Programs, *Interaction, *Reading Achievement,
Reading Instruction, *Self Concept, *Underachievers

The impact of specialized reading instruction or personal inter-
action upon reading efficiency ratios and self-concept scores was
studied. Eighty-five fourth-, fifth-, and sixth-grade boys of
average intelligence who were underachieving readers were placed
in one of three different groups--Reading Instruction, Personal
Interaction, or Control. The Reading Instruction Group received
instruction planned for an individual's specific needs; the se-
quential development of reading skills based upon successful ex-
periences was emphasized. The Personal Interaction Group received
no instruction, but participated in such pupil-teacher planned
activities as games, drawing, and tape recording. Each group met
for 25 half-hour sessions. The Control Group subjects attended
their regular classes only. Multiple linear regression analyses
were drawn. Gains in reading efficiency were made with all meth-
ods of instruction. The Reading Instruction method was superior
according to an informal reading inventory and to the Spaulding
Self-Concept Inventory. The Personal Interaction method proved
superior for a few subjects with low pretest Spaulding Self-
Concept Inventory scores. Some subjects with high self-concepts
were affected negatively upon removal from the classroom. Ref-
erences are included. (CM)

136. ED 025 376

RE 001 287

Powell, William R.

Selected Objectives for the First Course in Reading.

Pub Date Apr 68

Note--17p.; Paper presented at International Reading Association
conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors--*Behavioral Objectives, *Course Objectives, *Early
Reading, *Individualized Reading, Phonetics, Reading Diagnosis,
*Reading Instruction, Student Evaluation, Syntax, Task Perform-
ance, Teacher Education

The outcome of a first course in reading is proportionate to the quality of the course objectives and rationale. Since a first course in reading should achieve all its objectives in observable performance, the behaviorists' identification of goals with outcomes should guide the statement of objectives. Gaps between outcomes and objectives may be inevitable, but they can be partially bridged by an effective statement of rationale for the course. A rationale provides a point of view, a basic purpose for the course. Effective instruction depends on the quality of differential instruction which a teacher bases on data gathering, diagnosis, and decision making. The selection of objectives should be made from high frequency performance tasks having a good deal of intergrade level commonality. A first course in reading should emphasize the development of confidence toward the teaching of reading and a knowledge of the basic speech sounds and of the framework for phonetic and structural analysis. (WL)

137. ED 025 377

RE 001 333

Gold, Lawrence

The Implementation of a Regional Learning Disability Center for the Treatment of Pupils Who Manifest the Dyslexic Syndrome.

Pub Date Apr 68

Note--41p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors--*Dyslexia, Elementary Education, Evaluation Methods, *Federal Programs, Reading Diagnosis, *Reading Difficulty, Regional Cooperation, Remedial Reading, *Remedial Reading Clinics

Identifiers--Gilmore Oral Reading Tests, Metropolitan Achievement Tests

The Learning Disability Center in Binghamton, New York, was established under the 1965 Elementary and Secondary Education Act. Specialized instruction is offered to all children reading 2 or more years below grade level in grades 3 through 6 and 1 year below grade level in grades 1 and 2. At the center, efforts are made to maintain communication with the classroom teachers. A comprehensive diagnostic report is developed and returned to the districts upon the child's entry, and a progress report is compiled every 3 months. The ratio of boys needing help in comparison to girls is eight to one, while 60 percent of all pupils enrolled in the clinic have repeated at least one

school year. Instruction techniques used at the center are eclectic, although there is a tendency to use a linguistic approach. Typewriters, tape recorders, record players, overhead projectors, and the Language Master (Bell and Howell) are used to aid remedial reading instruction. (WL)

138. ED 025 378

RE 001 352

Robertson, Jean E.

Teacher Education: Privileges and Problems Associated with Reading Programs in Developing Countries.

Pub Date Apr 68

Note--14p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--*Attitudes, Communication Problems, *Developing Nations, *Literacy, *Reading Instruction, Second Language Learning, Social Attitudes, Social Problems, *Teacher Education, Technological Advancement

The problems of teacher education in developing nations are discussed. Blending new knowledge with cultural heritage so that the personal cultural synthesis demanded of new literates is effected without disrupting social structures is complicated by the language problem. The impact of the written word on a society dependent on oral communication results in resistance to change that restructures existing social organization. The problem of time needed by emerging nations is complicated by their impatience and desire for the best. A fourth problem lies in the consideration of personal and national needs. These problems are likened to familiar problems in reading instruction: (1) blending, (2) comprehension, (3) rate, and (4) personal reading satisfaction. They point up the need for the development of new sets of attitudes, for innovations which effect more rapid acceptance of change, and consideration of personal and national needs. More understanding and involvement by educators from developed nations is imperative for world understanding. (MS)

139. ED 025 379

RE 001 353

Porter, Para

Waco Head Start Program.

Pub Date Apr 68

Note--16p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--*Elementary Education, *Federal Programs, Field Trips, Health Services, Language Development, Lunch Programs, Mathematics, Parent Participation, *Program Design, Science Activities, Social Studies, *Socioeconomic Background

The Economic Opportunity Act of 1964 led to the formation of three separate Head Start Programs in Waco, Texas. The first year, 1,500 children were involved. Of these, 40 percent were Negro, 30 percent Latin American, and 30 percent white. All teachers received a week of preparatory study at the University of Texas. The program involved four areas of concentration--(1) health services, (2) two meals daily, (3) education emphasizing discovery and experimentation, (4) parental involvement and social services. The educational program ranged from planned and spontaneous dramatic play and field trips to social studies and math. The children were encouraged to talk about their work or play throughout the day. Parents were invited to participate in school activities, about 85 percent of the parents attended open house. The success of the Head Start Programs led to the establishment of day care centers for 3-to 5-year-old children. Head Start made the curriculum of the first and second grades in the Waco Public Schools more flexible, especially in the area of discovery and experimentation. (WL)

140. ED 025 380 RE 001 360
Lloyd, Helene M.
Is the Reading Instruction That We Are Providing the Disadvantaged Adequate?
Pub Date Apr 68
Note--17p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors--Classroom Environment, *Culturally Disadvantaged, *Disadvantaged Youth, *Enrichment Experience, Environment, Financial Needs, Inservice Programs, *Reading Programs, *Retarded Readers, Slum Conditions

Though the reading instruction programs for disadvantaged children are making progress, they are not accomplishing their goal to eliminate the progressively wider gap in reading achievement between socially and economically deprived youngsters and those belonging to the average middle-class group. The following are reasons for this failure to teach reading effectively to the disadvantaged: (1) stimulus deprivation and environmental

disadvantage, (2) inadequate preparation of teachers and supervisors, (3) large classes organized in a tight structure, (4) lack of clinical diagnosis and corrective treatment of reading disabilities, (5) lack of adequate parent-community involvement in the reading program, and (6) lack of new tools for the evaluation of reading progress. There is no one solution to the problem, but among possible remedies are the expansion of the pre-kindergarten program with adequate followthrough, the planning of a sequential developmental reading program with staff involvement, the reduction of class size and teaching range, the organization of preservice and inservice training courses for teachers and supervisors, and greater parent-community involvement. References are included. (ML)

141. ED 025 381

RE 001 361

Lowry, Heath W.

Keys to Reading Comprehension.

Pub Date 26 Apr 68

Note--19p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--Communications, Creative Reading, Critical Reading, Functional Reading, Interpretive Reading, Motivation, *Perception, *Reading Comprehension, Reading Skills, *Vocabulary

Creative understanding as a facet of comprehension is the prime objective of reading instruction. Understanding what is read is basic to any aspect of learning, but the learner should be prepared to go beyond mere understanding and to use information gained to further enrich his experiences and knowledge through critical analysis, creative interpretation, retention, and functional reading. To help the learner develop these abilities, the following keys are suggested for instructional emphasis: perception, communication, vocabulary, interest, and utility. The learner needs an adequate accumulation of concepts and a rich experiential background from which to draw concepts and understandings. He needs help in bringing meaning to and getting meaning from the reading material. He needs an expanding vocabulary and reading materials filled with interest-arousing situations which challenge him to discover the more subtle meanings and inferences of the author. He needs to know the importance of reading as a tool of learning in all areas of the curriculum. Then he will be free to read. (NS)

142. ED 025 382

RE 001 413

Maminta, Rosario E.

A Comparative Structural Analysis of the Oral Language Materials and the Basic Readers Used in Philippine Schools.

Pub Date 26 Apr 68

Note--14p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--Bilingual Students, *Contrastive Linguistics, Elementary School Students, *English (Second Language), Language, *Oral English, *Reading Material Selection, *Second Language Learning

Reading in English as a second language for Filipino students presents the Philippine schools with special problems. The sounds, rhythm, and intonation of English differ from the native Filipino language and so deeply ingrained language habits interfere with learning. The teacher is usually a second language speaker of English. And, there exists an inadequate oral language background which consists only of the language patterns taught in grades 1 and 2. The major problems of a Filipino pupil learning to read English arise from his inadequate control of the sounds and structures of the language, so the reading of English is not started until grade 3 when it is based on oral English skills taught in grades 1 and 2. Because of the need for using the student's oral language as a basis for developing reading materials, the Philippine Center for Language Study offers editorial and technical assistance to curriculum writers which will enable them to develop reading materials in English that are counterparts of the oral language lessons. A comparative analysis of the language structures in the basal readers and oral language materials will provide useful guidelines for evolving materials which will be more effective teaching the Filipino pupil to read English. References are included. (WB)

143. ED 025 383

RE 001 465

Sacks, George A. Sacks, Florence

Reading Comprehension as a Factor in Communication with Engineers.

Pub Date 25 Apr 68

Note--22p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors--*Adult Reading Programs, Engineers, Functional Reading, Professional Personnel, *Readability, *Reading Comprehension, *Reading Speed, *Technical Writing

A study of the reading rate and comprehension of 10 aerospace engineers and analysis of the readability of sample company communications were undertaken. The Nelson-Denny Reading Test comprehension scores for the engineers, when compared with scores of a norm group provided by the Nelson-Denny Test Manual, were nearly the same in mean and standard deviation as those for college seniors. The engineers understood about two-thirds of what they read. No significant difference was found between the reading rates of the two groups. However, the mean of the test group vocabulary scores was significantly higher than the norm group mean. The Flesch Readability Formula revealed that all of the documents analyzed had a lower reading ease score (were more difficult) than the Nelson-Denny Reading Test. It was concluded (1) that important information must be repeated; (2) that all engineers should receive instruction in report writing; and (3) that reading efficiency in engineers could be greatly increased by instituting reading improvement programs. Tables and references are included. (CM)

144. ED 025 384
Silberberg, Norman E. Silberberg, Margaret C.
Myths in Remedial Education.
Pub Date 68
Note--29p.

RE 001 497

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors--*Educational Researchers, Longitudinal Studies, Reading Difficulty, Reading Instruction, *Reading Research, *Remedial Reading, *Research Criteria, *Research Utilization, Teacher Influence

It is charged that remedial and experimental programs in reading ignore the results of relevant research and that research is often poorly developed. Faults of programs and research include the following: (1) There is no firm definition of the term "learning disabilities" and so they are not measured consistently. (2) Good sampling techniques often are not used in selection of subjects for experiments. (3) Too much emphasis is placed on methods of teaching and not enough on content taught. (4) Results are often slanted by the researcher or by the teacher administering tests. (5) Criteria for measuring improvement often do not reflect actual progress. (6) Editors tend not to publish studies which do not show significant results and researchers do not

publicize findings which might not reflect well on them. (7)
There is a tendency to extrapolate beyond the point where results from one study could apply to another group of subjects. It is suggested that innovative programs be funded. (BD)

145. ED 025 385 RE 001 512

Norris, Mildred W. Messerli, John H.
Sights, Sounds, Senses in Step With Reading. Second Grade.
Cedar Rapids Community School District, Iowa.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Pub Date 68
Grant--OEG-3-7-703316-4983
Note--37p.

EDRS Price MF-\$0.25 HC-\$1.95

Descriptors--American Indians, *Bibliographies, Biographies,
*Childrens Books, Engines, Family Life, Fantasy, *Films, *Grade
2, History, Jobs, Natural Resources, *Phonograph Records, Poetry,
Recreation

This ESEA Title III bibliography presents books, films, film-strips, and records that correlate with stories from selected second-grade basic reading books. The list of books is prepared from the suggested lists of the Ginn, Houghton Mifflin, Lippincott, and Scott, Foresman reading series. The bibliography includes sections about animals, biography and history, stories and poems, fantasy, and home and family. Also included are sections about Indians, machines, nature, recreation, workers, and travel and transportation. The selections are listed alphabetically by author within each section. (RT)

146. ED 025 386 RE 001 513

Norris, Mildred W. Messerli, John H.
Sights, Sounds, Senses in Step with Reading. Third Grade.
Cedar Rapids Community School District, Iowa.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Pub Date 68
Grant--OEG-3-7-703316-4983
Note--41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors--American Indians, *Bibliographies, Biographies,
*Books, Engines, Fantasy, Fiction, *Films, *Grade 3, History,
*Phonograph Records, Poetry, Recreation, Sciences, Transportation

This ESEA Title III bibliography presents books, films, filmstrips, and records that correlate with stories from selected third-grade basic reading books. The list of books is prepared from the suggested lists of the Ginn, Houghton Mifflin, Lippincott, and Scott, Foresman reading series. The bibliography includes sections about animals and birds, poetry and song, fantasy, fiction and adventure, holidays, Indians, and history. Also included are sections about machines and transportation, natural science, life in the United States, recreation, American biography, workers, sports, and space and science fiction. The selections are listed alphabetically by author within each section. (RT)

147. ED 025 387 RE 001 514
 Norris, Mildred W. Messerli, John H.
 Sights, Sounds, Senses in Step with Reading. Fourth Grade.
 Cedar Rapids Community School District, Iowa.
 Spons Agency--Office of Education (DHEW), Washington, D. C.
 Pub Date 68
 Grant--OEG-3-7-703316-4983
 Note--33p.

EDRS Price MF-\$0.25 HC-\$1.75

Descriptors--American Indians, *Bibliographies, Biographies,
 *Books, Engines, Fantasy, Fiction, *Films, Geography, *Grade
 4, History, *Phonograph Records, Poetry, Recreation, Sciences,
 Transportation

This ESEA Title III bibliography presents books, films, filmstrips, and records that correlate with stories from selected fourth-grade basic reading books. The list of books is prepared from the suggested lists of the Ginn, Houghton Mifflin, Lippincott, and Scott, Foresman reading series. The bibliography includes sections about animals and birds, famous people, fantasy, fiction, science fiction, and geography and travel. Also included are sections about Indians, poetry, recreation, science, sports, and transportation and machines. The selections are listed alphabetically by author within each section. (RT)

148. ED 025 388 RE 001 515
 Norris, Mildred W. Messerli, John H.
 Sights, Sounds, Senses in Step with Reading. Sixth Grade.
 Cedar Rapids Community School District, Iowa.
 Spons Agency--Office of Education (DHEW), Washington, D. C.
 Pub Date 68

Grant--OEG-3-7-703316-4983
Note--41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors--*Bibliographies, Biographies, *Books, Fables, Fiction, *Films, Folklore Books, *Grade 6, Language, Mythology, *Phonograph Records, Poetry, Recreation, Religion, Sciences

This ESEA Title III bibliography presents books, films, filmstrips, and records that can be used on the sixth-grade level. The list of books is prepared from the suggested lists of the Ginn, Houghton Mifflin, Lippincott, and Scott Foresman reading series. The bibliography includes sections about animals, poetry, fiction, science fiction, geography and travel, holidays, and history and biography. Also included are sections about myths, fairy stories, fables, folk tales, religion, science, sports and recreation, wit and humor, and language. The selections are listed alphabetically by author within each section. (RT)

149. ED 025 389 RE 001 516
General Improvement of Reading Instruction, Grades 1-12, Teacher Training Program of Title III, P.L. 89-10. Evaluation of Second Phase of Program, Summer 1968.
Brookland-Cayce Schools, Cayce-West Columbia, S. C.
Pub Date 68
Note--83p.

EDRS Price MF-\$0.50 HC-\$4.25

Descriptors--Content Reading, Elementary Grades, *Inservice Programs, *Inservice Teacher Education, Phonics, Reading Diagnosis, *Reading Instruction, Secondary Grades, Teacher Evaluation, *Teacher Improvement

An evaluation of the second phase of a projected 3-year Title III inservice reading instruction program for teaching personnel is presented after one and one-half years of operation in 16 Cayce-West Columbia, South Carolina, schools. Included is an evaluation prepared by each of the 11 elementary supervisors which includes objectives and how they were met, general weaknesses of the instructional program, specific weaknesses in teachers, improvements in the program and the teachers, needs for further improvement, and innovations used in the program classes. Teacher pretesting and post-testing scores include those from I. E. Aaron's Test of Phonics Principles, Phonetic Principles (University of South Carolina Reading Clinic), and Brookland-Cayce Schools' Teacher Training Phonics Test. Results

of the Individual Reading Inventory and Phonics Inventory administered to each child are presented. Evaluations by each of the five secondary supervisors of reading, English, science, social studies, and mathematics and by the librarian and audiovisual coordinator are also included. (CM)

150. ED 025 390

RE 001 521

MacGinitie, Walter H.

Evaluating Readiness for Developmental Language Learning: Critical Review and Evaluation of Research.

Pub Date Apr 68

Note--17p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors--Data Analysis, *Language Learning Levels, *Reading Readiness, Reading Readiness Tests, Research Design, Research Methodology, *Research Needs, Skill Analysis

Readiness is not all-or-none. It depends on the method and materials to be used and on the level at which instruction will begin. Maturation, heredity, and experience influences readiness, and most 6-year-olds are ready to learn something about reading. Readiness research should attempt to find what and how a child is ready to learn rather than whether he is ready to learn to read. Recommendations for improved research caution against interpreting the findings of readiness studies when the teaching method and materials are not specified, particularly when the sample is small. Researchers should avoid making misleading retrospective inferences about readiness, especially in the case of inferences of no relationship. Finally, one should not make the following faulty interpretations of correlational relationships: (1) assuming that correlational differences due to individual test suitability differences or to test reliability differences imply differences in the relationship of the underlying variables; (2) neglecting to analyze the nature of various readiness tasks and to use this information in future research regardless of the names presently given to the tasks; and (3) overlooking the importance of sampling error in multivariate analyses. References are included. (BS)

151. ED 025 391

RE 001 522

Norton, Virginia

A Remedial Reading Program in the Elementary School.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Pub Date Mar 68

Note--75p.

Available from--Boston-Northampton Language Arts Program, 4440
Quick Road, Peninsula, Ohio 44264

Document Not Available from EDRS.

Descriptors--Corrective Reading, *Elementary Grades, Evaluation
Techniques, *Language Arts, Reading Diagnosis, Reading Diffi-
culty, Reading Materials, Reading Skills, Reading Tests,
*Remedial Reading Programs, *Remedial Teachers, *Retarded
Readers, Teaching Techniques

This ESEA Title III program description was designed as a
practical aid for beginning remedial reading teachers in an
elementary school that does not employ an experienced or quali-
fied remedial reading instructor. Useful information is given
about the identification of students reading below their grade
level expectancy and about the diagnosis and correction of their
problems. Part 1 explains some desirable teacher personality
traits, the position of a remedial reading instructor, program
organization, teaching techniques and materials, and evaluation
processes. Part 2 lists remedial reading instructional materi-
als, tests, teacher reference materials, and publishers' ad-
dresses. A copy of the Barbe Reading Skills Check List (K-6)
is included. (BS)

152. ED 025 392

RE 001 523

Spache, George D., Comp.

Sources of Good Books for Poor Readers: An Annotated Bibliog-
raphy.

International Reading Association, Newark, Delaware.

Report No--IRA-AB-4

Pub Date 66

Note--8p.

Available from--International Reading Association, 6 Tyre Avenue,
Newark, Delaware 19711 (50 cents to members, 75 cents to non-
members.)

Document Not Available from EDRS.

Descriptors--Age Groups, *Annotated Bibliographies, Bibliotherapy,
*Booklists, *High Interest Low Vocabulary Books, Instructional
Materials, Reading Difficulty, *Reading Failure, *Reading In-
terests

This annotated bibliography contains 73 citations ranging in date from 1940 to 1966. However, lists compiled more than 15 years ago were eliminated unless they had unusual depth and merit, and current lists which included only a few scattered items were omitted. Citations include graded lists of fiction and nonfiction tradebooks and textbooks; lists for special interest groups, subject areas, and age levels (primary through adult); and suggestions for other instructional materials, such as workbooks, magazines, and films for poor readers. Several articles discuss the use of bibliotherapy techniques. (CM)

153. ED 025 393 RE 001 524
 Durkin, Dolores, Comp.
 Reading and the Kindergarten: An Annotated Bibliography.
 International Reading Association, Newark, Delaware.
 Report No--IRA-AB-3
 Pub Date 66
 Note--5p.
 Available from--International Reading Association, 6 Tyre Ave.,
 Newark, Delaware 19711 (50 cents to members, 75 cents to non-
 members).

Document Not Available from EDRS.

Descriptors--*Annotated Bibliographies, Beginning Reading, Early
 Childhood Education, *Early Reading, *Kindergarten, Readiness,
 Reading Instruction, *Reading Readiness, *Reading Research

Twenty-six articles and books, both pro and con kindergarten
 reading instruction, are selected to encourage objective considera-
 tion of the wisdom of early reading instruction, at least for some
 children. Research reports, descriptions of kindergarten pro-
 grams, and studies of various aspects of readiness, ranging in
 date from 1937 through 1965, are arranged alphabetically by author.
 The annotations summarize the general thesis of each author and
 describe the populations, scope, and findings of the research
 studies. (CM)

154. ED 025 394 RE 001 525
 Fay, Leo, Comp.
 Reading in the Content Fields: An Annotated Bibliography.
 International Reading Association, Newark, Delaware.
 Report No--IRA-AB-2
 Pub Date 66
 Note--8p.

Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (50 cents to members, 75 cents to non-
members).

Document Not Available from EDRS.

Descriptors--*Annotated Bibliographies, *Content Reading, *Ele-
mentary Grades, Literature, Mathematics, *Reading Instruction,
Sciences, *Secondary Grades, Social Studies, Study Skills

This annotated bibliography is composed of 44 citations ranging
in date from 1947 to 1966, but emphasizing the 1956 to 1966 peri-
od. It is designed to aid teachers by including all major sub-
ject matter areas and all major school levels, by offering in-
formation of practical value, and by mentioning bibliographies of
earlier writings. All entries, which include books, journal ar-
ticles, and monographs, are arranged alphabetically according to
author in one comprehensive alphabet. (BS)

155. ED 025 395 RE 001 526
Hill, Walter, Comp.
High School Reading Programs: An Annotated Bibliography.
International Reading Association, Newark, Delaware.
Report No--IRA-AB-8
Pub Date 65
Note--15p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (50 cents to members, 75 cents to non-
members).

Document Not Available from EDRS.

Descriptors--*Annotated Bibliographies, Instruction, Junior High
Schools, *Reading Programs, *Secondary Schools, Senior High
Schools, Teacher Background

This annotated bibliography is composed of 107 citations rang-
ing in date from 1945 to 1964, but emphasizing the 1955 to 1964
period. It presents sources which describe various patterns of
secondary reading programs with implications for related pro-
cedures and materials. Listings are arranged alphabetically ac-
cording to author under the general divisions of junior high
programs, senior high programs, general secondary programs, and
comprehensive sources. Entries include books, journal articles,
and monographs which depict a variety of practices in junior high
programs and which reveal senior high instructional needs, Eng-
lish teacher backgrounds, college reading practices, and a concern
for the academically talented. (BS)

156. ED 025 396 RE 001 527
Barrett, Thomas C., Ed.
The Evaluation of Children's Reading Achievement. Perspectives
in Reading, No. 8.
International Reading Association, Newark, Delaware.
Report No--IRA-PR-8
Pub Date 67
Note--141p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$3.00 to members, \$3.50 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Evaluation Criteria, Evaluation Methods, *Evaluation Techniques, Informal Reading Inventory, Preschool Evaluation, Questioning Techniques, Reading Achievement, Reading Comprehension, *Reading Diagnosis, Reading Readiness Tests, *Reading Tests

Ways that reading evaluation programs can bring reading success to individual students are presented. Each chapter is written by an authority on one of the following topics: what evaluation is, who does it, and when it should be done; reading program goals as the basis for evaluation; informal techniques for assessing pre-reading behavior; use of reading readiness tests for prediction and diagnosis; selection and use of survey reading achievement tests; values and limitations of diagnostic reading tests for classroom evaluation; informal reading inventories as a means of improving instruction; teachers' questions and levels of reading comprehension; evaluation through teacher-pupil conferences; and evaluation of the affective dimension of reading. References are included after each article. (CM)

157. ED 025 397 RE 001 528
Johnson, Marjorie Seddon, Ed. Kress, Roy A., Ed.
Corrective Reading in the Elementary Classroom. Perspectives in
Reading, No. 7.
International Reading Association, Newark, Delaware.
Report No--IRA-PR-7
Pub Date 67
Note--142p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$3.00 to members, \$3.50 to nonmembers).

Document Not Available from EDRS.

Descriptors--Comprehension, *Corrective Reading, *Elementary Grades, Pathology, Predictive Measurement, Psychological Characteristics,

*Reading Instruction, Reading Research, *Reading Skills, Retarded Readers, Student Evaluation, Word Recognition

Ideas, methods, and techniques for improving the reading skills of elementary school students are described. Each article is written by an authority and covers a different aspect of corrective reading. Topics include research in corrective reading; characteristics of corrective readers; psychological considerations in corrective reading; the pathology of reading disorders; early prediction of reading, writing, and spelling ability; basic considerations in corrective instruction; evaluation in the elementary school; word recognition in the elementary school; corrective reading and the total school program; and comprehension. References for individual articles are included. (BS)

158. ED 025 398 RE 001 529
Ramsey, Wallace Z., Ed.
Organizing for Individual Differences. Perspectives in Reading, No. 9.
International Reading Association, Newark, Delaware.
Report No--IRA-PR-9
Pub Date 67
Note--133p.
Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$3.00 to members, \$3.50 to nonmembers).

Document Not Available from EDRS.

Descriptors--Administrative Organization, Elementary Schools, *Grouping (Instructional Purposes), Individual Characteristics, *Individual Differences, *Individualized Reading, Nongraded Classes, Reading Ability, *Reading Instruction, Secondary Schools, *Team Teaching

A compilation is made of reports from a conference dealing with workable administrative practices which provide for individual differences. The nature of individual differences as they operate in reading instruction is defined, and various dimensions, such as growth ages, sex differences, intelligence, cognitive abilities and styles, are discussed in the introductory article. Different aspects of individual variations in reading ability are provided for in chapters discussing the following administrative frameworks: in-class grouping, the Joplin plan and cross-grade grouping, individualized instruction, team reading instruction, reading in the nongraded school, and reading in departmentalized elementary and secondary classes. A summary is made from an overall vantage point, and recommendations are offered. References are included for each article. (CM)

159. ED 025 399 RE 001 532
Silberberg, Norman E. And Others
The Effects of Kindergarten Instruction in Alphabet and Numbers
on First Grade Reading. Final Report.
Kenny Rehabilitation Inst., Minneapolis, Minn.
Spons Agency--Office of Economic Opportunity, Washington, D. C.
Pub Date 27 Sep 68
Contract--B89-4468
Note--76p.

EDRS Price MF-\$0.50 HC-\$3.40

Descriptors--*Beginning Reading, *Kindergarten, Kindergarten
Children, *Predictive Ability (Testing), Predictive Measure-
ment, Predictive Validity, Reading Achievement, *Reading Readiness,
Reading Readiness Tests, *Word Recognition

This research was done to determine whether formal kindergarten training in alphabet and number names would result in a higher reading level for children at the end of grade 1. As part of an earlier research project, two classes of primarily middle-class kindergarten children received 8 weeks of training in alphabet and number names. Two control classes participated in the regular informal kindergarten program. Preliminary analyses at the beginning of grade 1 showed that the experimental group responded to the training with a higher level of number and letter recognition than the control group. The followup study involved an analysis of The Metropolitan Achievement Test subtest scores and the reading subtest scores of the Wide Range Achievement Test which were administered at the end of grade 1. Statistical analyses measured the differential impact of the experimental procedure separately for boys and girls on scores of the Draw-a-Man Test and the Gates Reading Readiness Test, administered as pre-test, post-test-I, and post-test-II. The beneficial effects of kindergarten training were dissipated by the end of grade 1. The use of reading readiness tests for individual prediction of first-grade achievement was concluded to be risky. The complete project proposal and statistical data are appended. (CM)

160. ED 025 400 RE 001 533
Rosen, Carl L.
An Investigation of Perceptual Training and Reading Achievement
in First Grade.
Pub Date May 68
Note--11p.
Journal Cit--American Journal of Optometry; v45 p322-332
May 1968

Document Not Available from EDRS.

Descriptors--Eye Hand Coordination, *Grade 1, *Perceptual Development, Predictive Measurement, *Reading Achievement, Reading Comprehension, Reading Readiness, Visual Discrimination, Word Recognition

To investigate the effects of perceptual training upon selected measures of reading achievement in grade 1, 12 experimental classrooms of randomly selected first graders received a 29-day adaptation of the Frostig Program for the Development of Visual Perception. Thirteen control classes added comparable time to the regular reading instructional program. Data analysis revealed statistically significant differences favoring the experimental groups in most of the post-perceptual capabilities, without concomitant effects on reading criterion measures. While the total score from the Frostig Developmental Test of Visual Perception appeared to have a strong predictive function regarding first-grade reading, the training of visual perception subskills did not have a significant effect on reading disability at the end of grade 1. Further research is recommended. References are included. (Author/BS)

161. ED 025 401

RE 001 534

Werner, Nancy E., Comp.

Flights of Fancy: A Bibliography of Fanciful Literature.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Pub Date 68

Grant--OEG-3-7-703316-4983

Note--35p.

EDRS Price MF-\$0.25 HC-\$1.85

Descriptors--*Annotated Bibliographies, *Anthologies, Fables, *Fantasy, Folklore Books, Legends, Library Materials, *Literature, Mythology, Poetry

Emphasis in this annotated bibliography, a Title III project from Cedar Rapids, Iowa, is placed on individual titles and anthologies of fantasy. The list is divided into six parts: poetry, folk tales, tall tales, myths and legends, fairy tales, and fables. The titles in each section are alphabetized by author. The annotations describe the contents of each selection and include sample titles for some collections. Those titles available from the Title II Library are noted. (CM)

162. ED 025 402 RE 001 536
Strang, Ruth
Reading Diagnosis and Remediation.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading;
International Reading Association, Newark, Delaware.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Pub Date 68
Note--204p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$3.00 to members, \$3.50 to nonmembers).
EDRS Price MF-\$1.00 HC Not Available from EDRS.

Descriptors--*Reading Diagnosis, *Reading Difficulty, Reading Improvement, *Reading Research, Reading Tests, *Remedial Reading, Remedial Reading Programs, *Remedial Teachers, Retarded Readers

This monograph includes an extensive review and evaluation of the research literature and offers teachers and clinicians background for understanding reading diagnosis, the correlates and causes of reading disabilities, diagnostic techniques, and remediation. The following topics are discussed: (1) the nature and levels of diagnosis, (2) the characteristics and conditions related to reading achievement and disability, (3) severe reading disabilities, (4) diagnostic techniques, (5) diagnosing special groups, (6) remediation, and (7) trends, needs, and future directions in diagnosis and remediation. There is a growing emphasis on early diagnosis, differential diagnosis, behavioral approach, perception, and learning modalities. However, teachers and clinicians must be helped to improve their competence in using diagnostic instruments and results, in observing student behavior, and selecting the most appropriate teaching and guidance procedures. Self-diagnosis through introspective-retrospective verbalization should be encouraged. More extensive case studies and more research on the effectiveness of certain teaching procedures with certain individuals under certain conditions should be conducted. This monograph is accompanied by an extensive bibliography and a list of reading tests. (NS)

163. ED 026 198 RE 001 259
Aaron, Robert L.
Early Childhood Education.
Pub Date Apr 68
Note--30p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors--Beginning Reading, *Disadvantaged Youth, Early Childhood Education, Early Experience, Early Reading, *Language Development, *Prereading Experience, *Preschool Children, *Preschool Programs, Reading Skills

The Research and Development Center of the University of Georgia investigated the behavioral differences among advantaged and disadvantaged preschool children as part of an attempt to develop the most efficient way of assuring success at the first-grade level. A comparative study of a preschool stimulation program and the traditional kindergarten program was made. The socioeconomic status of the subjects was considered. While other studies on preschool children conducted at the Research and Development Center are cited, only the tabulated results for a selected sample are presented and discussed. These results indicate that the disadvantaged group of the stimulated preschool program was superior to the advantaged group of the traditional kindergarten program in auditory memory, book-related behaviors, letter and word reading, and writing behaviors. This paper reviews earlier studies on early reading and preschool programs and includes 25 references and a chart summarizing selected experimental preschool programs and their results. (NS)

164. ED 026 199

RE 001 265

Smith, Kenneth J. Truby, Henry M.

Dialectal Variance Interferes with Reading Instruction

Pub Date 25 Apr 68

Note--11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Auditory Discrimination, Disadvantaged Youth, *Graphemes, *Language Patterns, Nonstandard Dialects, *Phonemes, Pronunciation, Spelling, *Teacher Education

Recently the relevance of dialectological study to reading instruction has become apparent. The teacher speaks one language while the child, often disadvantaged, speaks another. The ability to identify utterances is attributed to human tolerance called the phoneme concept, a generalization of a potentially infinite number of sounds into a small number of speech sound concepts or classes. When a group agrees on a body of phonemes, it shares a particular phonemic inventory. In learning a second language,

the individual usually substitutes those sounds not existing in his own tongue with similar ones present in his own native inventory. A similar situation exists between standard English and its dialects. If a phoneme-grapheme correspondence is to be taught, the phonemes used as reference patterns must be determined. The usual tests to determine auditory discrimination are based on inadequate phonetic knowledge. Teacher training should include dialectology, speech sound analysis, and the concept of phonemes. A good reading teacher must either learn the child's dialect or teach him the standard dialect as a second language. (WL)

165. ED 026 200 RE 001 272
Zaeske, Arnold
The Diagnosis of Sensory-Motor Disabilities.
Pub Date Apr 68
Note--9p.; Paper presented at International Reading Association conference, Boston, Mass., April 21-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors--Developmental Programs, *Diagnostic Tests, *Elementary School Students, *Perceptual Motor Learning, Reading Tests, Remedial Instruction, Screening Tests, *Testing Programs, Test Interpretation

The importance of motor and perceptual learning in the educational process is discussed. It is hypothesized that an internalization of sensory-motor learnings is important to the perceptual and cognitive development of a child. Developmental and corrective motor training by physical educationalists is suggested. It is concluded that although the test battery by de Hirsch, Jansky, and Langford has a practical use, further development and validation are necessary before it can be used effectively by teachers and clinicians. On the basis of present knowledge, use of the Bender Motor Gestalt Test or the Berry Test of Visual-Motor Integration, the Wepman Auditory Discrimination Test, the de Hirsch Categories Test and the Murphy-Durrell Letter Names Test are suggested as a screening device for first- and second-grade children. The Berry Test of Visual-Motor Integration, the Goodenough-Harris Drawing Test, classroom observation of the "Strauss Syndrome," the Wepman Auditory Discrimination Test, a spelling test, and the Durrell Visual Memory of Words Test are suggested for other elementary grades. References are listed. (BS)

166. ED 026 201

RE 001 275

Williams, Richard P.

Expanding Practices in Secondary Reading In-Service Programs.

Pub Date Apr 68

Note--17p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors--Developmental Reading, *Inservice Programs, *Inservice Teacher Education, *Reading Instruction, *Secondary School Teachers, Summer Institutes, *Teacher Workshops

Identifiers--New Mexico State University

The expansion of developmental reading programs into the secondary grades requires qualified and trained secondary reading teachers. This need is presently being met by local school districts through the operation of inservice training programs. The following observations of these programs are reported: (1) the secondary reading program is now advancing as rapidly as the elementary program, (2) local school districts state their own needs and problems and establish their own goals for inservice programs held in cooperation with a university, (3) more personnel and specialists are being involved in team programs, (4) continuous total staff programs are replacing 1-day seminars and teacher inservice programs, (5) regional and national inservice programs involve specialists across the nation, and (6) program content is moving away from reading instructional techniques toward a consideration of the total learning process. The inservice programs of New Mexico State University and Las Cruces Public Schools, New Mexico, are cited. (NS)

167. ED 026 202

RE 001 288

Bolvin, John O.

Individually Prescribed Instruction--Reading Program.

Pub Date Apr 68

Note--16p.; Paper presented at College Reading Association conference, Knoxville, Tenn., April, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--*Behavioral Objectives, *Computer Assisted Instruction, Developmental Reading, *Elementary Grades, Individual Instruction, Individualized Programs, *Individualized Reading, Reading Diagnosis, *Sequential Reading Programs

Identifiers--Learning Research and Development Center, University of Pittsburgh

A program of individually prescribed reading instruction is described. The model to provide for this individualization consists of the following components: (1) sequentially established curricular objectives stated in behavior terms, (2) a procedure and process for diagnosis of achievement in terms of the objectives, (3) the necessary materials for individualizing learning to provide a variety of paths for mastering any given objective, (4) a system for individually prescribing the learning tasks that the student is ready to undertake, (5) the total school environment including teacher functions and school organization, and (6) strategies for continuous evaluation and feedback of information for teacher decision making. Data collection, record keeping, and the use of information by teachers are essential aspects of this program. Computer assisted management for this project will be in operation by September 1968. (KJ)

168. ED 026 203 RE 001 289

Wark, David M.

An Automated Individualized Diagnostic for College Centers.

Pub Date Apr 68

Note--13p.; Paper presented at College Reading Association conference, Knoxville, Tennessee, April 4-6, 1968.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--Autoinstructional Aids, *Autoinstructional Programs, Counseling Services, Diagnostic Tests, *Individualized Instruction, *Reading Diagnosis, Reading Improvement, *Remedial Reading, Self Evaluation

Identifiers--Automated Individualized Diagnosis System

A self-diagnostic system called the Automated Individualized Diagnosis System (AID) tested at the Reading and Study Skills Center, University of Minnesota, was designed to replace the human counselor. It consists of an answer sheet, a Self-Analysis Profile Blank, and an audio tape which helps the student derive his reading profile and select the practice materials he needs. Three trials conducted showed that the system had no adverse effect on the length of contact the students had with the reading program. The students were generally satisfied with the system's efficiency in giving specific information on profiling reading ability and using this profile as the basis of diagnosis and remediation. However, they felt that the presence of a human counselor would add warmth, friendliness, and a feeling

of security. Like other automated instructional systems, the AID fails in the affective domain. (NS)

169. ED 026 204 RE 001 293
Holland, Aurora B.
Evaluative Criteria for Secondary School Libraries.
Pub Date 26 Apr 68
Note--11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--Audiovisual Aids, *Library Facilities, Library Materials, *Library Programs, Library Research, Library Services, Library Standards, Microfilm, Resource Materials, *Secondary School Students

Because of increased school enrollment and the explosion of knowledge in recent years, adequate secondary school libraries assume great importance in today's educational programs. In order for the library to best serve the student, adequate provisions for the selection of instructional materials and equipment should be provided. Provision should be made for circulating all types of materials for overnight use. Adequate time for library use should be provided all students during the school day; the library should be accessible to them in the evenings and on weekends and holidays. Teachers should cooperate with the librarian in planning library services and should familiarize themselves with resource material holdings in their subject areas. Funds available to purchase audiovisual materials should be used. Microfilming and microreading should be utilized to compensate for limited storage space. No library program can be completely successful without the interest and support of the school board, the principal, the superintendent, the teachers, and the librarian. (BS)

170. ED 026 205 RE 001 294
Jan-Tausch, Evelyn
Discovery and Measurement of Interests in Reading.
Pub Date Apr 68
Note--14p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--Evaluation Methods, *Interests, Interest Scales, *Interest Tests, Literature, *Reading Interests, *Student Interests

The development of an instrument to assess the reading interests of individual children is described. The instrument devised consists of 36 illustrations judged to involve 12 themes. It was assumed that a student's selection of certain preferred illustrations would be an expression of his identification with the major thematic content of the picture. To evaluate these Thematic-Content Illustrations as a means of determining individual interests, the selections made on three instruments by 100 seventh-grade pupils, 50 girls and 50 boys, were compared. Students' choices of illustrations and their selections from 48 fictitious titles and summaries which the investigator created to fit the 12 thematic categories and from a published "Literature Sampler" are reported. References are included. (RJ)

171. ED 026 206

RE 001 300

Case, Rosemary Hart

A Reading Program for Gifted Students in the Senior High School.

Pub Date 25 Apr 68

Note--11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--Discussion Groups, *High School Students, Independent Reading, *Individualized Reading, *Reading Programs, Social Adjustment, *Superior Students, Supplementary Reading Materials, Teacher Guidance, Teacher Influence

A reading program for the intellectually gifted high school student must have an individualized, challenging approach that will enlarge the students range of interests, knowledge, and ideas. It should supplement his assigned classes, yet provide freedom of personal choice. It should offer an opportunity for group discussion among peers. The teacher should be an enthusiastic, gifted person who can guide the student in social and intellectual growth and who can encourage an appreciation of reading that will motivate the student to assume personal responsibility for a continuing program. However, to be successful, such a program must have the support of the school's administration, counselors, and teachers. (BS)

172. ED 026 207 RE 001 301
Carter, Homer L. J.
Determining Consequential Factors in Diagnosis.
Pub Date 25 Apr 68
Note--16p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--*Clinical Diagnosis, Evaluation Techniques, Identification, Prediction, *Reading Difficulty, *Research Methodology, *Teaching Models

The acts of diagnosis described in this paper aid in the determination of relevant, material, and consequential factors in a clinical study. These acts, which are not necessarily sequential, are identification, assumption, rejection, acceptance, discovery, explanation, prediction, and verification. The clinician with this model in mind will be able to determine more objectively what is relevant, material, and consequential. Insignificant details can be swept aside, and a clear-cut sequence of factors leading to the disability can become apparent. All of this should be completed before treatment and instructional measures are initiated. An illustrative case study is reported. (Author/BS)

173. ED 026 208 RE 001 306
Baker, Eva L.
Methodological Considerations for Future Readiness Research.
Pub Date Apr 68
Note--12p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors--Behavioral Objectives, Predictive Measurement, Pre-reading Experience, Reading Achievement, Reading Programs, *Reading Readiness, *Reading Readiness Tests, Reading Skills

The following criticism of current practices for determining reading readiness are discussed: (1) the variables measured by readiness tests are in many cases unrelated to instruction, (2) while the variables measured are correlated with reading achievement, this association does not attribute causality, and (3) the criterion selected for measuring reading achievement is often an achievement test written to maximize individual differences rather than to measure success in a given program. The subcomponents or prerequisites of a particular reading program need to be developed

through research. A criterion-referenced test could be developed which would measure the skills that should be mastered before formal instruction is begun. (RJ)

174. ED 026 209 RE 001 307
Manning, John C.
Inductive Concepts of Teacher Education--The Undergraduate Reading Methods Course.
Pub Date Apr 68
Note--12p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors--Beginning Teachers, College School Cooperation, *Inductive Methods, Learning Experience, Microteaching, *Pre-service Education, *Reading Instruction, *Teacher Education, *Teacher Education Curriculum, Teaching Methods, Teaching Programs

An inductive reading methods course was offered to 30 junior elementary education students at the University of Minnesota in 1966. Course objectives and procedures were planned with cooperating public school personnel. As preparation for tutoring, the university students were instructed in methods of informal reading diagnosis and in the compilation of necessary materials. Under the supervision of the course instructor, the student teachers conducted individual tutoring sessions with 30 remedial reading students. Critical discussions of instructional problems followed. Under the cooperative supervision of the elementary principal, the cooperating teacher, and the course instructor, the university students conducted group reading instruction. It was concluded that clearer communication should be established between methods course instructors and cooperating school personnel. College students should be provided a more extensive and diversified program for reading methods. Student teachers should have some monetary provision for purchasing necessary teaching materials, and transportation to and from teaching centers should be furnished. (BS)

175. ED 026 210 RE 001 308
Raciti, Domenica G.
Critical Reading Techniques in Elementary School.
Pub Date Apr 68
Note--5p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors--*Creative Reading, *Critical Reading, *Questioning Techniques, *Reading Comprehension, Reading Instruction, Teaching Techniques

The following levels of reading are defined: (1) decoding, (2) literal comprehension, (3) interpretation, and (4) creative thought. The technique of raising open end questions is discussed, and sample questions are provided for each of the above levels. Eleven specific critical reading skills related to level 3 are listed. (CM)

176. ED 026 211

RE 001 313

McGinnis, Dorothy J.

Making the Most of Informal Inventories.

Pub Date Apr 68

Note--15p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--Attitude Tests, *Evaluation Techniques, *Informal Reading Inventory, *Oral Reading, Student Attitudes, *Student Evaluation, Tests

Informal inventories emphasize observing a child's behavior and performance in order to draw inferences about factors affecting his achievement in all areas. Suggestions are given for some uses of informal inventories, teacher-designed measures, and adaptations of such tests as the Minnesota Rate of Manipulation Test and the Gray's Oral Reading Paragraphs. Some ways to improve reliability and validity are suggested. A few techniques for identifying and interpreting behavior are given. A case study illustrating the use of boy's comments during informal reading testing is reported. References are included. (CM)

177. ED 026 212

RE 001 334

Dolan, Sister Mary Edward

The Effect of Federal Fellowship and Institute Programs in Reading.

Pub Date 26 Apr 68

Note--19p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--*Federal Programs, *Inservice Teacher Education, Microteaching, Personnel Selection, Program Content, *Program Evaluation, *Reading Instruction, Teacher Education Curriculum, Teacher Improvement

Identifiers--Experienced Teacher Fellowship Programs in Reading, National Defense Education Act Institutes

The basic components of National Defense Education Act (NDEA) Institutes and Experienced Teacher Fellowship Programs in Reading are discussed; their contributions to the teaching of reading are evaluated. Their curriculums center around core reading courses, substantive content, and supervised experiences with children. Working with the programs are instructional and supervisory staff, teachers, scholars, and reading specialists who are selected on the basis of their potential contributions to the program. Constant evaluation is maintained. Specific programs are described in detail, and evaluation findings are noted. It is concluded that such programs are valuable assets to the teaching of reading. It is proposed that they be pilot programs for future graduate instruction. References and charts of specific evaluation data are included. (BS)

178. ED 026 213 RE 001 338
Connor, John J.
Supplementary Education Center.
Pub Date Apr 68
Note--14p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--*Elementary Grades, *Federal Aid, Inservice Teacher Education, Instructional Materials, Reading Diagnosis, *Reading Instruction, Reading Materials, Remedial Reading, *Remedial Reading Clinics

Identifiers--Elementary And Secondary Education Act, Title III

The Supplementary Education Center of Worcester, Massachusetts, a Title III project, is a reading clinic designed to help seriously retarded readers. Its objectives are to provide a systematic diagnostic system, an individualized instructional program, a continuing evaluation of reading and instructional materials, and a training ground for classroom teachers. The diagnostic information utilized includes case history data, physical and emotional

data, general and potential capacity levels, and present achievement levels for each child. Referral conferences include the principal, the classroom teacher, the remedial reading teacher, and two reading clinic teachers. Individualized instruction is provided for 30 to 40 minutes four times weekly. There is continuous evaluation of materials. One-week inservice teacher training familiarizes classroom teachers with the diagnostic and remedial techniques used. Since its beginning in October 1967, 26 children from grades 2 to 5 have been enrolled. Sixteen have been dismissed as no longer in need of specialized help. References are listed. (BS)

179. ED 026 214 RE 001 346
Toussaint, Isabella H.
Summer Programs.
Pub Date 25 Apr 68
Note--11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--Early Experience, Early Reading, Experience Charts,
*Language Experience Approach, *Prereading Experience, *Pre-school Children, *Preschool Programs, Readiness, *Reading Readiness

An intensive 6-week summer readiness program held in the Beaver Area School District, Beaver, Pennsylvania, developed linguistic facility among 15 preschool children. Daily activities included discussion, picture study, creative arts, field trips, developing experience charts, and other nonlanguage arts activities. A combined experiential, visual-phonic, and kinesthetic approach was used with a variety of instructional materials. The most distinctive feature of the program was the use of primary typewriters during the daily 20-minute typing period. Teacher aids supervised classroom activities and joined the field trips to help each child sharpen his observational powers, enrich his vocabulary, improve his language facility, and record observations for developing experience charts. At the end of the term, the children's physical, social, and mental readiness for first-grade work was evaluated by the team of teachers, and recommendations were made. First-grade test results favored intensive readiness training using the experiential approach for preschool children. (NS)

180. ED 026 215 RE 001 351
Schoeller, Arthur W.

State Patterns in Wisconsin for Improving Reading Instruction
Through the Certification of Reading Teachers, Specialists,
and Supervisors.

Pub Date 25 Apr 68

Note--11p.; Paper presented at International Reading Association
conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--Developmental Reading, *Reading Consultants, Remedial
Reading, *Remedial Teachers, State Licensing Boards, *State
Standards, *Teacher Certification, Teacher Education, *Teacher
Education Curriculum

Identifiers--Wisconsin State Reading Association

Wisconsin's 1968 certification proposal for reading teachers, specialists, and supervisors is described in detail. A three-step sequence of advanced course work and direct experience in the field are proposed to prepare qualified personnel for the state schools. The proposal includes (1) recommendations for changing and improving the present requirements for the certification of remedial reading teachers, (2) special certification requirements for new teachers (a three-credit-hour course in reading is required), (3) requirements for certification as a reading teacher III--a full-time reading teacher (3 years' teaching experience and an M.A. or its equivalent in advanced courses are required), (4) requirements for certification as a reading specialist II--a reading consultant or diagnostician (the same preparation as reading teacher III plus a sixth year of specified graduate study are required), and (5) requirements for certification as a supervisory reading specialist I--supervisor (the same preparation as a reading specialist II plus a seventh year leading to a Ph.D. or its equivalent are required). This proposal is in accord with the recommendations of the International Reading Association's (IRA) Professional Standards Committee and, if accepted, will place Wisconsin's certification at a higher level than the IRA requirements. (BS)

181. ED 026 216

RE 001 354

Overfield, Ruth

The State's Role in Improving Reading Instruction--A State
Pattern in California.

Pub Date 25 Apr 68

Note--10p.; Paper presented at International Reading Association
conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--*Primary Grades, Professional Training, Reading Diagnosis, *Reading Instruction, Reading Programs, Remedial Reading Programs, Scholarship Funds, School Libraries, *State Aid, *State Laws, *Teacher Education, Teacher Employment

Identifiers--Miller Unruh Reading Act of 1965

The Miller-Unruh Reading Act of 1965 was passed to promote the prevention and early correction of reading difficulties and the achievement of high quality education in California. The law provides for the employment of teachers specifically trained to teach reading, for monetary incentive to encourage such training, and for the establishment and maintenance of school libraries. All districts receiving equalization aid may participate in the program to provide for specialist teachers who are classroom teachers given special instruction in the teaching of reading. These specialist teachers work with first-grade children to prevent reading difficulties and do remedial work with small groups of second and third graders. Districts that receive aid are allowed to plan their own reading programs with the stipulation that they meet the basic requirements of the California State Board of Education. In the program's first year, 1966-67, 53 districts employed 252 specialist teachers, absorbed 238 scholarships, and participated in 193 courses and workshops. In the second year, 224 districts applied with requests for 950 specialist teachers. This figure is expected to triple in the 1968-69 year. (BS)

182. ED 026 217

RE 001 362

Macmillan, Robert W.

A Study of the Effect of Socioeconomic Factors on the School Achievement of Spanish-Speaking School Beginners.

Pub Date Apr 68

Note--8p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors--*Academic Achievement, *Attendance, Family Income, Family Structure, *Grade 1, *Mexican Americans, Preschool Education, Sex Differences, *Socioeconomic Background

The following socioeconomic variables were investigated as significant predictors of school achievement for Spanish-speaking children: (1) occupation of mother or father (the major wage earner), (2) family size, (3) family organization, (4) sex of child, (5) preschool experience, and (6) attendance record. School achievement was determined with the Metropolitan Readiness Test, Form A. Data on first-grade subjects with Spanish

surnames were collected from 16 elementary schools in San Antonio, Texas. Attendance data were collected for Negro, upper-class Anglo, and middle-class Anglo pupils. It was found that knowledge of the socioeconomic variables listed above contributed significantly to the prediction of achievement. When the variables were considered separately, significant relationships were found between the parent's occupation and achievement and between attendance and achievement. When attendance was analyzed in relation to the other variables, there was a significant correlation only with the parent's occupation. The Mexican-American group was inclined to attend more often than the Negro group and less often than the Anglo groups in the first grade. (WL)

183. ED 026 218

RE 001 423

Weir, Leona Scott

IRA and Reading Certification in Ohio.

Pub Date 25 Apr 68

Note--14p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--*Credentials, Preservice Education, *Reading, Reading Instruction, *Teacher Certificates, *Teacher Certification, Teacher Education, *Teacher Qualifications

Since November 1966, the Research Committee of Ohio Council of the International Reading Association (IRA) has been working for Reading Certification in Ohio. By December 1967, contact was established with the State Department of Education through the Division of Teacher Education and Certification, and definite plans for recommendations for certification were made. Certification problems in teacher shortage, time elements, and impersonal factors were studied; standards that would establish reading as a specialized area by certification were decided on. Three educators involved in college reading selected required subject areas and recommended a minimum of three semester hours each in Survey of Reading, Diagnosis and Correction of Reading Disabilities, and Laboratory Practice in Reading Improvement. Final recommendations were sent to interested people in Ohio and a hearing has been scheduled for consideration of the recommendations. (NS)

184. ED 026 219

RE 001 431

Fry, Edward

How Effective is Programmed Instruction in Teaching of Reading?

Pub Date 27 Apr 68

Note--30p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors--*Evaluation, Individual Instruction, Industry, Mechanical Teaching Aids, *Programed Instruction, *Reading Research

The history and general principles of programed instruction are surveyed. Research literature published on the topic is cited and the declining frequency of articles appearing on the subject is noted. Some reasons for the growing use of programed instruction in industry are discussed. A plea for better evaluation measures is made. The use of programed instruction as a teacher aid and as a means of individualized instruction is affirmed. References, data tables, and sample programed frames are included. (BS)

185. ED 026 220

RE 001 509

Norris, Mildred W. Messerli, John H.
Sights, Sounds, Senses in Step With Reading. Pre-Primer.
Joint County System of Cedar, Johnson, Linn, and Washington
Counties, Cedar Rapids. Instructional Services.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Pub Date 68
Grant--OEG-3-7-703316-4983
Note--16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--Alphabets, *Beginning Reading, *Bibliographies, *Childrens Books, Family Life, Fantasy, *Films, *Phonograph Records, Poetry, Short Stories, Transportation

This ESEA Title III bibliography presents books, films, film-strips, and records that correlate with stories from preprimers. The list of books is prepared from the suggested lists of the Ginn, Houghton Mifflin, Lippincott, and Scott, Foresman reading series. The bibliography includes sections about the alphabet, animals, family life, fantasy, and helpers. Also included are sections of picture stories, poetry, short stories, and stories about travel and transportation. The selections are listed alphabetically by author within each section. (RT)

186. ED 026 221

RE 001 510

Norris, Mildred W. Messerli, John H.
Sights, Sounds, Senses in Step with Reading. Primer.
Joint County System of Cedar, Johnson, Linn, and Washington
Counties, Cedar Rapids. Instructional Services.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Pub Date 68
Grant--OEG-3-7-703316-4983
Note--22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors--*Beginning Reading, *Bibliographies, *Childrens
Books, Family Life, Fantasy, Fiction, *Films, Natural Resources,
*Phonograph Records, Poetry, Transportation

This Title III bibliography presents books, films, filmstrips,
and records that correlate with stories from primers. The list
of books is prepared from the suggested lists of the Ginn, Hough-
ton Mifflin, Lippincott, and Scott, Foresman reading series. The
bibliography includes sections about animals, birthdays, cowboys,
fantasy, helpers, holidays, home and friends, and nature. Also
included are sections of stories and poetry, travel and trans-
portation, and picture books. The selections are listed alpha-
betically by author within each section. (RT)

187. ED 026 222

RE 001 511

Norris, Mildred W. Messerli, John H.
Sights, Sounds, Senses in Step with Reading. Grade 1.
Joint County System of Cedar, Johnson, Linn, and Washington
Counties, Cedar Rapids. Instructional Services.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Pub Date 68
Grant--OEG-3-7-703316-4983
Note--24p.

EDRS Price MF-\$0.25 HC-\$1.30

Descriptors--*Bibliographies, *Childrens Books, Family Life,
Fantasy, *Films, *Grade 1, Jobs, Natural Resources, *Phonograph
Records, Poetry, Short Stories, Transportation

This Title III bibliography presents books, films, filmstrips,
and records that correlate with stories from selected first-grade
basic reading books. The list of books is prepared from the sug-
gested lists of the Ginn, Houghton Mifflin, Lippincott, and Scott,
Foresman reading series. The bibliography includes sections

about animals, birthdays, fantasy, home and family, and nature. Also included are sections of poetry, short stories, travel and transportation, and workers. The selections are listed alphabetically by author within each section. (RT)

188. ED 026 223 RE 001 517
Flax, Nathan
Visual Function in Dyslexia.
Pub Date Sep 68
Note--14p.
Journal Cit--Amer J Optom & Arch Amer Acad Optom; v45 n9 p574-87
Sep 1968

Document Not Available from EDRS.

Descriptors--*Dyslexia, Eye Hand Coordination, Eye Voice Span,
*Retarded Readers, *Vision, Visual Acuity, Visual Discrimination, Visual Perception

Using published research data, the problem of the seriously retarded reader was examined to determine the role of vision. The most obvious visual factors such as acuity and refractive error did not seem related to the problem. Impairment of visual skills such as fusion and accommodation did seem to contribute to reading difficulty, but such defects were not primary factors in extreme cases of reading disability. Other visual functions such as form perception, visuo-motor control, and the ability to match visual and verbal configurations might be more closely associated with dyslexia. A bibliography is included. (Author/BS)

189. ED 026 224 RE 001 520
Cleary, Florence D. And Others
The Effect of a Librarian-Centered Reading Guidance Program on the Reading Skills and Habits of Elementary School Pupils. Final Report.
University of South Florida, Tampa.
Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research.
Bureau No--BR-7-1215
Pub Date Aug 68
Grant--OEG-1-7-071215-5078
Note--112p.

EDRS Price MF-\$0.50 HC-\$5.70

Descriptors--*Grade 5, *Library Instruction, *Library Programs,
*Reading Development, Reading Habits, Reading Interests,
Reading Skills

The effects of a strong librarian-centered reading guidance program on the reading habits and skills of elementary school pupils were studied. Seventy-nine fifth graders in a rural Florida school were divided into three matched groups according to eye-movement photography scores. Experimental group A received a library reading guidance program and a 10-minute circulation privilege weekly. Group B had a scheduled library period, no formal reading guidance program, and a 10-minute circulation privilege each week. Group C had the 10-minute circulation privilege only. Subjects were pretested in September 1967 and posttested in May 1968. Reading habits, interests, and attitudes were evaluated by an inventory which indicated marked changes favoring group A. The Durrell Analysis of Reading Difficulty, the Iowa Every-Pupil Test of Basic Skills, and the Gates Reading Survey measured reading skill changes. Subtest gains equally favored groups A and C, but the .05 level of significance was not reached. An .05 level of significance was found for group A in producing greater growth of the academically talented and less detrimental effects on the slower learners. The study concluded (1) that the traditional library period was ineffective, (2) that librarian-centered developmental reading guidance programs (K-6) were needed, and (3) that reading efficiency must be improved. (RT)

190. ED 026 225 RE 001 530
Stauffer, Russell G., Ed.
The First Grade Reading Studies: Findings of Individual Investigations.
International Reading Association, Newark, Delaware.
Pub Date 67
Note--165p.
Available from--International Reading Association, 6 Tyre Ave.,
Newark, Delaware 19711 (\$3.00 to members, \$3.50 to nonmembers).

Document Not Available from EDRS.

Descriptors--Basic Reading, Beginning Reading, Disadvantaged Youth, *Grade 1, Grouping (Instructional Purposes), Individualized Reading, Initial Teaching Alphabet, Inservice Programs, Language Experience Approach, *Reading Achievement, *Reading Instruction, *Reading Programs, Reading Readiness, *Reading Research, Spanish Speaking, Teaching Methods

Twenty-seven summaries of first-grade reading studies sponsored by the United States Office of Education are included. The studies,

done in the 1964-65 school year, were made in different localities, and each was concerned with a different problem. More than one-half of the directors were full-time college professors; a few were senior authors of basic reading series; and some were known to be staunch advocates of a particular approach. Included for study are: (1) comparisons of first-grade reading achievement using such approaches as basal readers, i/t/a, the diacritical marking system, linguistic readers, and language arts; (2) descriptions of programs for disadvantaged, Spanish-speaking, low success potential, and rural community groups; (3) comparisons of classroom organizational patterns, including individual and group instruction; (4) descriptions of inservice programs and reading consultant supervision methods; (5) explanation of a longitudinal reading readiness program; (6) comparisons of the reading achievement of boys and girls; and (7) discussions of growth in word element perception and the relation of language structure to meaning using various approaches. The coordinating center's role is described, and recommendations are made for future central and uniform control of individual study methods, statistical procedures, and other variables. (Author/CM)

191. ED 026 226

RE 001 537

Otto, Wayne Smith, Richard

Junior and Senior High School Teachers' Attitudes Toward Teaching Reading in the Content Areas.

Pub Date Dec 68

Note--11p.; Paper presented at National Reading Conference meeting, Los Angeles, December 5-7, 1968.

Available from--To be published in the 1968 Yearbook of the National Reading Conference.

Document Not Available from EDRS.

Descriptors--*Content Reading, *Reading Instruction, Reading Programs, *Secondary Education, Secondary School Teachers, *Teacher Attitudes

A 14-item inventory was designed to determine the attitudes of secondary teachers toward the teaching of reading by checking their perceptions of their personal role in content area reading instruction, their personal preparation and ability to teach reading, the actual task of teaching reading skills, and the role of reading specialists at the secondary level. Respondents were 87 faculty members from Wisconsin junior and senior high schools. An analysis of each item is presented on a 5-point scale, ranging from strongly agree to strongly disagree. The inventory showed that teachers recognized the need for a continuation of reading

instruction at the secondary level, that they were willing to accept the responsibility for teaching reading in the content areas, and that they felt a need for more training to do the job. References are included. (JB)

192. ED 026 227 RE 001 538
Rankin, Earl F. Dale, Lothar H.
Cloze Residual Gain--A Technique for Measuring Learning Through Reading.
Pub Date Dec 68
Note--15p.; This paper was presented at the National Reading Conference Meeting, Los Angeles, December 5-7, 1968.
Available from--This paper will be published in the Eighteenth Yearbook of the National Reading Conference.

Document Not Available from EDRS.

Descriptors--*Achievement Gains, *Cloze Procedure, Correlation, Individual Differences, *Learning, *Reading, Reading Achievement, Reading Tests

One hundred and seventy-four Texas Christian University developmental reading students participated in an investigation which applied the residual gain technique to individual reading gains as measured by the cloze procedure. Comparisons were made between cloze crude gains and cloze residual gains and between cloze tests constructed with lexical versus structural deletions. Correlations of gains with a multiple-choice knowledge test and with the Davis Reading Test were studied. The following conclusions were reached: (1) the cloze test was a valid measure of prereading and post-reading knowledge; (2) the cloze test was a highly sensitive measure of reading gain; (3) the use of the residual gain technique was justified; (4) there was a significant negative correlation between initial status and cloze crude gains, but no correlation between initial status and cloze residual gains; (5) crude cloze residual gains did not bear a meaningful relationship to post-reading knowledge tests or to standardized reading tests; (6) structural cloze residual gains did bear a desirably low but significant correlation with post-reading tests and standardized reading tests; and (7) lexical cloze residual gains were related to post-reading knowledge tests but not to standardized reading tests. References are included. (BS)

193. ED 026 228 RE 001 539
Ott, Elizabeth
Instructional Improvement Program in Language and Reading for Selected Subculture Groups in the Southwest.

Pub Date 687
Note--22p.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors--Bilingualism, *Curriculum, Dialects, Educationally Disadvantaged, *Language Development, *Language Instruction, *Language Programs, Second Language Learning, Teacher Education

An instructional improvement program in language and reading designed for children deficient in three language areas is described. These children, verbally destitute due to a restricted environment and lack of models and stimulation, users of non-standard English, possessors of underdeveloped language due to unconceptualized experiences, or bilingual and deficient in both languages, are found to have limited success using abstract symbolism which is foreign to them in terms of experiences and language. The program's plan of development, objectives, teacher education, philosophy, elements, and curriculum design are explained in detail. Emphasis is placed on developing communication skills in a standard English dialect, with simultaneous training in the students' native language. Content stresses universal values. (JB)

194. ED 026 229 RE 001 541
Binkley, Ed
First Grade Entrance Variables Related to Achievement and Personality, A Study of Culturally Deprived Fourth Graders. Nashville-Davidson County Metropolitan Public Schools, Tenn. Div. of Psychological Services.
Pub Date May 67
Note--116p.

EDRS Price MF-\$0.50 HC-\$5.90

Descriptors--*Academic Achievement, Age, Arithmetic, *Comparative Analysis, *Cultural Disadvantage, *Grade 4, *Personal Adjustment, Race, Readiness, Reading, Spelling

The effects of age, readiness, sex, and race variables in first grade on the later reading, spelling, and arithmetic achievement and on the personal, social, and total adjustment of 1,110 culturally deprived fourth-grade pupils were studied. Readiness levels were determined by the Metropolitan Readiness Test; achievement areas were measured by the Metropolitan Achievement Test; and personality adjustment was measured by the California Test of Personality. A 4x3x2 and a 4x3x2x2 factorial design were used to analyze

the data. Chronological age significantly affected only the reading scores of Negro pupils. Readiness differences significantly affected all achievement scores and personal and total adjustment, but had no significant effects on social adjustment. There were significant differences, favoring girls, in reading, spelling, social adjustment, and total adjustment. Significant differences, favoring white pupils, occurred in all three achievement areas, but no differences were noted in adjustment. Significant interactions, educational implications, suggestions for further research, and an extensive bibliography are included. (RT)

195. ED 026 230 RE 001 543
ESEA Title I Evaluation Report--Wichita Program for Educationally Deprived Children, Summer 1968.
Wichita Unified School District 259, Kans.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Report No--PROJ-68046
Pub Date Sep 68
Note--166p.

EDRS Price MF-\$0.75 HC-\$8.40

Descriptors--Art Education, Business Education, *Educationally Disadvantaged, Industrial Arts, Language Arts, Physical Education, *Program Descriptions, *Program Evaluation, Reading Programs, Recreational Activities, Science Education, *Summer Programs

A Title I/ESEA summer project for educationally deprived children (K-6) in Wichita, Kansas, is described and evaluated. One major objective of the project was reading improvement. Other objectives included improving the children's verbal functions, self-image, attitude toward school and education, daily attendance, physical and nutritional health, and social and emotional stability. The summer project was composed of a program for delinquent and neglected children, a post-kindergarten program, a summer camp program, a nature study program, and a home repair and improvement program. Objectives, procedures, evaluation strategy, data presentation, and comments about the results are noted for each activity. Checklists, tables, and questionnaires used for evaluative interpretations are included. A collection of nonstandardized data-gathering instruments is contained in the appendix. (RT)

196. ED 026 231 RE 001 544
ESEA Title I Evaluation Report--Wichita Program for Educationally Deprived Children, September 1967-May 1968.
Wichita Unified School District 259, Kans.

Spons Agency--Office of Education (DHEW), Washington, D. C.
Report No--PROJ-68046
Pub Date Sep 68
Note--274p.

EDRS Price MF-\$1.25 HC-\$13.80

Descriptors--Art Education, Corrective Reading, Delinquency Prevention, *Educationally Disadvantaged, *Elementary Schools, Food Service, Industrial Arts, Library Services, Music Education, Personal Adjustment, Physical Education, *Program Descriptions, *Program Evaluation, *Secondary Schools

A Title I/ESEA project designed and conducted to meet the needs of educationally deprived children (K-12) in Wichita, Kansas, is described and evaluated. The major focus of the project was on improvements in reading, but additional objectives included improving the children's verbal functions, self-image, attitude toward school and education, daily attendance, physical and nutritional health, and social and emotional stability. Included for each activity are objectives, procedures, evaluation strategy, data presentation, and comments about the results. Examples of nonstandardized data-gathering instruments and a test of musical discrimination are included in the appendix. (RT)

197. ED 026 232 RE 001 546
Los Angeles Unified School District ESEA Title I Components -
Evaluation Reports. Division of Elementary Education.
Los Angeles Unified School District, Calif.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Pub Date 30 Sep 68
Note--188p.

EDRS Price MF-\$0.75 HC-\$9.50

Descriptors--Counseling Services, *Culturally Disadvantaged, *Economically Disadvantaged, *Elementary Grades, English (Second Language), Enrichment Programs, *Federal Programs, Language Arts, Preschool Education, *Program Evaluation, Reading Consultants

Los Angeles Unified School District elementary school activities funded during 1967-68 under Title I/ESEA are evaluated in this volume. English language arts and prekindergarten activities, the two major areas included in the evaluation reports, are divided into the following components which represent a 3-year continuing implementation: (1) reading specialists (public and nonpublic schools), (2) English as a second language (public and nonpublic

schools), (3) teacher-librarians, (4) enrichment, (5) kindergarten, (6) preschool, (7) counseling services, (8) interschool enrichment program, and (9) parish day school activities for children with reading deficiencies. Each component report includes description, objectives, implementation, evaluation, conclusions, and recommendations. The evaluation design for each component report is given in addendum A; number and grade level of pupil participants, number of adults involved, and component cost are given in addendum B; and supplemental data, in addendum C. An appendix includes evaluation forms and instruments used for data collection. (BS)

198. ED 026 233 RE 001 547
 Los Angeles Unified School District ESEA Title I Components -
 Evaluation Reports. Division of Secondary Education.
 Los Angeles Unified School District, Calif.
 Spons Agency--Office of Education (DHEW), Washington, D. C.
 Pub Date 30 Sep 68
 Note--644p.

EDRS Price MF-\$2.50 HC-\$32.30

Descriptors--Communication Skills, Counseling, *Culturally Disadvantaged, *Economically Disadvantaged, *Federal Programs, Fine Arts, Instructional Materials, *Program Evaluation, Reading Achievement, *Secondary Grades

Los Angeles Unified School District secondary school activities funded during 1967-68 under Title I/ESEA are evaluated in this volume. Selected public and nonpublic schools served pupils through 32 activities in achievement (reading and other communicative skills), counseling (attitude and self-image improvement), fine arts (music and art), and instructional materials (new materials for students with special learning needs). Human relations workshops promoted multicultural understandings among pupils and adults. The reading and counseling components continued remedial work begun in 1966. Each component report includes description, objectives, implementation, evaluation, conclusions, and recommendations. The evaluation design for each component is given in addendum A; number and grade level of pupil participants, number of adults involved, and project cost are given in addendum B; and supplemental data, in addendum C. An appendix includes evaluation forms and instruments used for data collection. (BS)

199. ED 026 234 RE 001 548
Los Angeles Unified School District ESEA Title I Components -
Evaluation Reports. Special Education and Supportive Services.
Los Angeles Unified School District, Calif.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Pub Date 30 Sep 68
Note--301p.

EDRS Price MF-\$1.25 HC-\$15.15

Descriptors--Child Welfare, Community Services, *Disadvantaged
Groups, *Elementary Grades, *Federal Programs, Health Services,
*Program Evaluation, *Secondary Grades, Special Education

Los Angeles Unified School District special education and supportive services activities funded during 1967-68 under Title I/ESEA are evaluated in this volume. Special education components culminated in a nongraded educational assessment-service center. Supportive services components included health services, child welfare and attendance services, and Office of Urban Affairs activities designed to improve home, school, and community relations. Each component report includes description, objectives, implementation, evaluation, conclusions, and recommendations. The evaluation design for each component report is given in addendum A; number and grade level of pupil participants, number of adults involved, and component cost are given in addendum B; and supplemental data, in addendum C. An appendix includes evaluation forms and instruments used for data collection. (BS)

200. ED 026 235 RE 001 549
Los Angeles Unified School District ESEA Title I Components -
Summer 1968. Evaluation Reports.
Los Angeles Unified School District, Calif.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Pub Date 21 Oct 68
Note--333p.

EDRS Price MF-\$1.25 HC-\$16.75

Descriptors--Community Services, Curriculum Development, *Disadvantaged Groups, *Elementary Grades, Enrichment Programs, *Federal Programs, *Program Evaluation, *Secondary Grades, Special Education, Special Services

Los Angeles Unified School District components funded under Title I/ESEA and implemented primarily during the summer of 1968 are evaluated in this volume. Seven elementary level programs

concentrated on educational enrichment for pupils, human relations and instructional technique development for staff, and new curriculum material development for the district. Secondary level programs emphasized instruction, curriculum, counseling workshops, an incentive program for pupils with a foreign language background, and a pilot administration training component. Major efforts in special education were focused on experimentation and assessment-service center concept development. Supportive services efforts were directed toward neglected and delinquent children housed in institutions, multicultural leadership camp programs, conversational Spanish workshops, a human relations workshop, teacher training in coordination of volunteer services, and a guide for education aides. Each component report includes description, objectives, implementation, evaluation, conclusions, and recommendations. The detailed research design for each activity report is given in addendum A; supplemental data, in addendum B. An appendix includes evaluation forms and instruments used for data collection. (BS)

201. ED 027 137

RE 001 234

Bruner, Elaine C.

The Distar Reading Program.

Pub Date 5 Apr 68

Note--15p.; Paper presented at College Reading Association conference, Knoxville, Tenn., April 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--*Beginning Reading, Directed Reading Activity, *Disadvantaged Youth, *Reading Programs, *Reading Readiness, *Remedial Reading, Word Recognition, Word Study Skills

A reading program developed to teach the minimum set of skills which enable children to recognize words as rapidly as possible through direct instruction in left-to-right orientation, blending, rhyming, and sounds is described. The materials for the program consist of teacher presentation notebooks used by the teachers in working with small groups and take-home materials which children complete in class and take home. The materials were first used with four groups of culturally disadvantaged kindergarten children at the University School, University of Illinois, who had IQ's ranging from 75 to 100. The materials were revised and reproduced for tryout by 30 teachers of 1,200 middle-class and disadvantaged children aged 3 to 14 who were mentally and educationally handicapped. To evaluate the program, the teachers were asked to complete objective and subjective evaluation sheets for each lesson and test. (NS)

202. ED 027 138

RE 001 235

Lance, Wayne D.

Developing Teacher Produced Instructional Materials--Part I.

Pub Date 18 Apr 68

Note--9p.; Paper presented at International Council on Exceptional Children Meeting, New York, April 1968.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors--Behavioral Objectives, *Criteria, *Instructional Materials, *Special Education Teachers, *Teacher Developed Materials, Teaching Styles, *Trainable Mentally Handicapped

Teacher involvement in the development of instructional materials for Trainable Mentally Retarded (TMR) children and the criteria to be considered in developing these materials are discussed. Among the topics presented are (1) the TMR teacher's awareness of pupil needs, (2) the applicability of materials to teaching style and learning style, (3) the teacher's enthusiasm in trying out the materials, (4) the need for more special materials for the TMR child, (5) the evaluation and modification of materials developed, and (6) the opportunities for pupil involvement. It was concluded that objectives should be stated in operational terms. Materials should be developmental and sequential, should include the theories and principles of learning, should fit the teacher's teaching style and the child's learning style, and should relate to the social level at which the TMR child is functioning. The materials should have intrinsic appeal. A list of references on training the TMR child is provided. (Author/NS)

203. ED 027 139

RE 001 267

Wardhaugh, Ronald

Is the Linguistic Approach an Improvement in Reading Instruction?

Pub Date 27 Apr 68

Note--21p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors--Basic Reading, Initial Teaching Alphabet, *Linguistics, Phonemics, Phonetics, Phonics, *Reading Instruction, *Reading Materials, *Reading Programs, Structural Linguistics, Syntax, Transformation Generative Grammar

Selected research studies dealing with linguistics and reading are reviewed under the following headings: (1) claims by linguists, (2) research on phoneme-grapheme correspondences, (3) research

comparing linguistic approaches with basal reader approaches, (4) modified alphabets, and (5) syntax studies. It is concluded that the missing dimension in the work done thus far is the linguistic knowledge gained over the last decade. In terms of the topics of current interest to linguists, there is no linguistic approach in reading and definitely no linguistic method. There might be a linguistic perspective which could be applied by teachers to reading instruction. A bibliography is included. (RJ)

204. ED 027 140

RE 001 290

Cooper, J. Louis

The Causes and Correction of Verbalism in Reading.

Pub Date Apr 68

Note--10p.; Paper presented at College Reading Association conference, Knoxville, Tenn., April 4-6, 1968.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--*Educational Background, *Elementary School Students, Language Experience Approach, Listening, Readability, *Reading Comprehension, Reading Development, Reading Instruction, Reading Interests, Reading Programs, *Reading Skills, *Remedial Reading, Silent Reading

Experience background deficiencies and a combination of several factors contributing to inattention in reading can cause children to be verbalizers. The causes of and some corrections for these two problems are discussed. Since reading is essentially a process of reconstructing one's experiences back to the printed symbols, background deficiencies seriously hamper the reading of middle- and upper-grade students whose reading material has not been purposely selected to represent a familiar environment. As a corrective approach, teachers should identify and clarify unfamiliar concepts. Secondly, a major inattention factor is prolonged exposure to material that is too difficult. This problem can be corrected by providing appropriate reading matter. Another inattention factor is lack of reading purpose. This can be remedied by keeping motive questions before the child and by teaching him to set his own purposes. Poor listening skills also hamper reading, but practice in listening will improve the student's reading ability. Finally, lack of interest is a serious inattention factor. The teacher must be careful to teach reading interest as well as reading skill. References are listed. (BS)

205. ED 027 141

RE 001 297

Dewey, Godfrey

Initial Teaching Orthographies.

Pub Date 26 Apr 68

Note--20p.; Paper presented at meeting of International Reading Association and Simpler Spelling Association, Boston, April 26, 1968.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors--Graphemes, Initial Teaching Alphabet, Morphemes, *Orthographic Symbols, Phonemes, *Phonemic Alphabets, Phonetics, Reading Processes, *Reading Programs, *Spelling, Spelling Instruction

To achieve its purpose, an initial teaching orthography (i.t.o.) should be as simple in form and substance as possible; it should be phonemic rather than phonetic. The 40 sounds distinguished by Pitmanic shorthand and some provision for schwa can serve as a basic code. The symbols can be derived from either of two major sources--standardizing the Roman alphabet by assigning each letter and digraph a single sound or supplementing the Roman alphabet by assigning a constant value to each of the 23 useful letters and by creating 17 or more new symbols. As far as possible, the i.t.o. should have only one symbol per sound and should regard the predominant spellings of traditional orthography (t.o.). The i.t.o. must have a similarity to t.o. that allows immediate readability for those familiar only with t.o. and permits easy transfer for i.t.o. students. An outstanding example of an i.t.o. which supplements the resources of the Roman alphabet is the Initial Teaching Alphabet. An excellent example of a standardizing i.t.o. is World English Spelling. If it can be demonstrated that educational results from the standardizing i.t.o. are comparable with those of the supplementary type, the latter is preferable because of its similarity to t.o. References are listed. (BS)

206. ED 027 142

RE 001 302

Cameron, Jack R.

Syntax and Semantics in Reading.

Pub Date Apr 68

Note--6p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors--*Classical Literature, *Current Events, Descriptive Linguistics, Language Development, News Media, Radio, Reading

Comprehension, *Reading Instruction, *Semantics, *Syntax,
Television

Teaching should reflect the facts of current language usage. This descriptive approach, when applied to reading, means that the child's reading education should focus on the realities of daily life. Syntactic analysis in reading has been handicapped by an overemphasis on lexical content at the expense of other syntactic structures. Thus, the student analyzes language in single words. If a broadened concept of syntactic analysis is to become a valid part of the reading program, it must follow the descriptive principle. Classical studies prepare students for the reading of classics but not for reading "Time" magazine or the daily newspapers. The following syntactic and semantic problems are involved in the intelligent reading of a newspaper: (1) headlines and their accuracy in relation to the story, (2) concentration of information in the lead paragraphs, and (3) frequent use of direct and indirect quotations. The reader should be aware of the verbal jugglings of the content possible within these three areas. Another untapped source of dynamic prose material is the spoken word of radio and television. Prose analysis will probably never be popular among students; however, if the material is pertinent, their interest will be greater. (WL)

207. ED 027 143

RE 001 310

Lillich, Joseph M.

Comparison of Achievement in Special Reading Classes Using Guidance, Skill-Content, and Combination Approaches.

Pub Date Apr 68

Note--11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--Classroom Guidance Programs, *Educational Counseling, *Elementary School Students, Reading Interests, *Reading Research, Reading Skills, *Remedial Reading Programs

A study was conducted in six Indiana elementary schools to determine whether there was a significant difference between the scores of remedial reading students on three evaluative tests as applied to the skill-content, guidance, and combination approaches of teaching reading. The skill-content approach was aimed directly at teaching reading skills. The guidance approach did not specifically include or exclude skills typically included in teaching children in special reading classes; it was concerned with answering pupil questions about reading skills, understanding self,

or social and emotional adjustment. The combination approach combined these two methods. The results of the evaluative tests used--the California Reading Test the Gray Oral Reading Test, and a special reading teacher rating scale--suggested that focusing on guidance provides experiences for students in special reading classes that lead to initially higher performance on reading achievement tests. This student enthusiasm for reading presumably can be followed profitably by the direct teaching of necessary reading skills. Statistical procedures and tables are included in two appendixes. (BS)

208. ED 027 144 RE 001 318
Hayward, Priscilla
Evaluating Diagnostic Reading Tests.
International Reading Association, Newark, Delaware.
Pub Date Mar 68
Note--6p.
Journal Cit--The Reading Teacher; v21 n6 p523-528 Mar 1968

Document Not Available from EDRS.

Descriptors--Critical Reading, *Diagnostic Tests, Group Norms, Phonics, Reading Diagnosis, *Reading Tests, Remedial Programs, Test Interpretation, *Test Reliability

Two types of diagnostic reading tests are described--tests of phonics skills and tests of work-study or critical reading ability. The following criteria for evaluating these tests are suggested: (1) an analysis of the methods used in measuring the component skills and the validity of subscores in designating areas for remedial instruction (the user must know what skills the pupil is expected to demonstrate), (2) an analysis of the reliability coefficients of the subscores (these must be above .90 for individual use), and (3) an analysis of the intercorrelations among subtests (these must be below .65 to warrant differential diagnosis). Because diagnostic tests are used primarily as a means of intra-individual diagnosis, accompanying test norms are not mandatory. The necessity of utilizing knowledge of a child's intelligence scores, scholastic ability, listening comprehension, and arithmetic computation, as well as his diagnostic test scores in planning a remedial program, is emphasized. (BS)

209. ED 027 145 RE 001 319
Weintraub, Samuel
The Cloze Procedure.
International Reading Association, Newark, Delaware.

Pub Date Mar 68

Note--4p.

Journal Cit--The Reading Teacher; v21 n6 p567, 569, 571, 607
Mar 1968

Document Not Available from EDRS.

Descriptors--*Cloze Procedure, *Readability, *Reading Comprehension, *Reading Level, *Reading Materials, Reading Material Selection, Reading Tests

Several studies on the use of the cloze procedure as a measure of readability and of comprehension are reviewed. These studies showed (1) that the cloze procedure proved a more reliable measure of readability for nonstandard reading materials than the commonly used readability formulas, (2) that cloze tests are valid and reliable predictors of the difficulty level of reading materials, and (3) that scores on comprehension tests correlate highly with cloze readability scores. These findings indicated that the cloze procedure could be used effectively as a measure of readability and of comprehension. The cloze procedure helps teachers adapt the appropriate reading material for a particular pupil or group of pupils and can offer new insights into the reading process. The references used are cited in a bibliography.
(NS)

210. ED 027 146

RE 001 320

Schubert, Delwyn G. Walton, Howard N.

Effects of Induced Astigmatism.

International Reading Association, Newark, Delaware.

Pub Date Mar 68

Note--5p.

Journal Cit--The Reading Teacher; v21 n6 p547-551 Mar 1968

Document Not Available from EDRS.

Descriptors--Attention Span, *College Students, Educational Attitudes, *Reading, Reading Difficulty, *Vision Tests, *Visual Discrimination, *Visually Handicapped, Visual Perception

Identifiers--Los Angeles College of Optometry, Otis Mental Ability Gamma Tests

The relationship of astigmatism to reading and the possible detrimental effects it might have on reading were investigated. The greatest incidence of astigmatism was for the with-the-rule type ranging from .50 to 1.00 diopter. This type of astigmatism was induced in 35 seniors from the Los Angeles College of Optometry

by placing cylindrical lenses in front of each subject's eyes. The participants were given the Otis Mental Ability Gamma Tests. The results were as follows: (1) 62.9 percent had blurred or distorted vision, (2) 68.6 percent had adverse psychological effects, the most frequent of which was a desire to retreat from the test situation, (3) 68.6 percent had headaches, (4) clinical observations that astigmatism was the major cause of ocular asthenopia were confirmed, (5) similar letters and words were often confused as a result of blurring and distortion, and (6) minor astigmatic disturbances could induce symptoms which markedly reduced reading ability. References are given. (WSL)

211. ED 027 147

RE 001 323

Downing, John

British I.T.A. Research.

International Reading Association, Newark, Delaware.

Pub Date Apr 68

Note--7p.

Journal Cit--The Reading Teacher; v21 n7 p640-646 Apr 1968

Document Not Available from EDRS.

Descriptors--*Beginning Reading, Composition (Literary), *Initial Teaching Alphabet, Intermediate Grades, *Orthographic Symbols, Primary Grades, *Reading Instruction, Reading Materials, Reading Research, *Spelling, Teacher Education

Identifiers--London University

The conclusions and recommendations drawn from a 7-year study of the Initial Teaching Alphabet (i/t/a) made by the Reading Research Unit of London University are reported. The British research showed conclusively that traditional orthography (TO) is a major handicap for teachers and students of reading. Students taught with i/t/a made significantly greater progress in beginning reading and writing than did TO students. The proposed optimum solution to this problem is the correction of defects in traditional English orthography; research on the practicality of such reform is suggested. The proposed immediate solution is wider use of i/t/a. However, caution is advocated to insure the selection of meritorious ideas and materials which do not sacrifice basic educational values. Although i/t/a is a definite improvement, it needs refinement; additional research is recommended. References are listed. (BS)

212. ED 027 148

RE 001 341

Wark, David M.

Designs for Measurement of Status.

Pub Date 25 Apr 68

Note--16p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--Educational Research, Instrumentation, *Measurement Instruments, Research Design, Research Methodology, *Research Problems, *Sampling, *Test Reliability, *Test Validity

An examination of typical situations concerning the status of a variable is followed by a discussion of the measurement and empirical problems involved in measuring current status. Arguments for more consideration of variability, particularly individual variation, are presented. Among the problems discussed are (1) describing large samples through randomized and controlled sampling, (2) screening subjects into special categories for some special programs, (3) diagnosing an individual's abilities in different skills, (4) establishing a basis for measuring and describing behavioral change, (5) determining the validity and reliability of instruments used and of individuals tested, and (6) solving empirical problems of motivation, practice effect of multiple testing, disruptive effects on test results, and of the time involved. References are given. (NS)

213. ED 027 149

RE 001 349

Schutz, Richard E.

Conducting Research in School Systems.

Pub Date 26 Apr 68

Note--13p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--*Classroom Research, Educational Practice, *Educational Research, Interpersonal Problems, Professional Recognition, *Research Design, *Research Problems, School Administration, Social Values

The problems of conducting research in schools are discussed. Solutions to social psychological problems are suggested, and an improved design for research is recommended. Clearer definition of terminology is recommended to avoid the confusion that can result from ambiguous terms. A research design should be adaptable to the administrative and instructional styles of individual schools.

The researcher should observe the proper hierarchy in gaining permission to conduct research and should report results immediately. Deadline dates and specifications of event sequences with names of responsible persons are requisites for successful interpersonal relations. The following steps are recommended to avoid the frequent failure of educational research to improve educational practice: formulation, instructional specifications, component preparation and tryout, product preparation, quality verification, and operations analysis. (BS)

214. ED 027 150

RE 001 367

McGuire, Marion L.

Assessment of Reading Programs.

Pub Date 25 Apr 68

Note--11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Elementary Grades, Environmental Influences, Phonics, Reading Comprehension, *Reading Programs, *Reading Research, Remedial Programs, *Student Evaluation, Supplementary Reading Materials, Teacher Education Curriculum, Word Recognition

A statewide assessment study of reading programs in Rhode Island is described. Data concerning the history of the primary reading program of the 1965-66 fourth-grade class were gathered; a status study of the reading programs throughout the elementary grades for that year was conducted. Principals' and teachers' opinions on the requirements for a good reading program were surveyed. Data indicated that reading comprehension was more closely related to family income and education than to any facet of the school reading program, that the most effective approach to reading was the whole-word approach with gradual phonics, that remedial work administered during school hours was more successful than that offered during nonschool hours, that a class of 35 students was the maximum size for successful reading achievement, and that students who had used supplementary readers in addition to basal readers achieved better. The status study indicated that the typical reading program was composed of self-contained classrooms of ability grouped children. Approximately 6 weeks of readiness activities were followed by work in basal and supplementary readers. Phonics and study skills were introduced in the primary and middle grades. Principals and teachers expressed the need for reading specialists, remedial teachers, consultants, and teacher training in the teaching of reading. (BS)

215. ED 027 151

RE 001 457

Krippner, Stanley

Research in Visual Training and Reading Disability.

Pub Date Apr 68

Note--25p.; Paper presented at 21st Annual School Vision Forum and Reading Conference, Cleveland, Ohio, April 1968.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors--College Students, Elementary School Students, *Etiology, Experimental Programs, Ophthalmology, Optometrists, *Perceptual Development, *Reading Failure, *Reading Improvement, Retarded Children, Vision Tests, Visual Learning, *Visual Perception

Studies of the etiological factors in reading disability and approaches, generally visual-perceptual, to the problem are presented. Krippner's study presents 15 causes of reading disability and reveals poor visual-perceptual skills as the most common cause. The Olson-Mitchell-Westberg study attempts to determine the effects of visual training upon the reading ability of college students. Getman's program stresses the attainment of proficiency in basic developmental processes such as general body movement, eye movement, and visual-perceptual organization. Kephart's approach attempts to orient the child more fully to his environment in order to promote successful perceptual-motor matches. Delacato's method claims to alter the neurological organization through physical activity. Visual training has resulted in improved reading ability, but not all attempts have been successful. Optometrists generally support the visual training approach; most eye doctors see little value in it. This address encourages the proponents of both views to better define their positions, to engage in more fruitful communication, and to conduct more research studies of the effects of visual training on reading improvement. Additional studies, an appendix, and a bibliography are included. (RT)

216. ED 027 152

RE 001 480

Moody, Barbara J., Ed. And Others

Recipes for Reading: A Teacher's Handbook for Diagnostic and Prescriptive Teaching, or the Reading Teacher's Cookbook.

Cooperative Educational Services Center, Winsted, Conn.

Pub Date Aug 68

Note--434p.

EDRS Price MF-\$1.75 HC-\$21.80

Descriptors--Basic Reading, *Codification, Corrective Reading, Elementary Grades, *Reading Diagnosis, *Reading Games, Reading Instruction, *Reading Materials, *Reading Skills, Sequential Reading Programs, Supplementary Reading Materials

Identifiers--Elementary and Secondary Education Act, PACE, Projects to Advance Creativity in Education, Title III

A coding system for categorizing reading skills was developed in order to provide manuals for each grade level (preprimer through 6) that would aid teachers in locating materials on a particular skill by page number in a specific text. A skill code key of the skills usually taught at a given reading grade level is based on specific basal test items from the Ginn, Houghton-Mifflin, and Scott, Foresman basal reader tests. These skill code numbers are then used on corrective resources listings (for 14 publishers of basal readers) which provide information location for all skills coded in the unit. A sample diagnostic grouping sheet and skill coding sheets assist teachers in grouping students for instruction. A list of student recreational reading materials is given and supplementary instructional materials and suggested games and activities are provided for each grade level. A professional reading list is included. This research was supported under Title III of the Elementary and Secondary Act. (CM)

217. ED 027 153

RE 001 518

Blom, Gaston E. And Others

Content Analysis and Children's Responses to First-Grade Readers in the United States and Foreign Countries. Final Report.

Colorado Univ., Denver. Medical Center.

Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Research.

Bureau No--BR-5-0556

Pub Date 15 Oct 68

Contract--OEC-6-10-123

Note--86p.

EDRS Price MF-\$0.50 HC-\$4.40

Descriptors--*Foreign Countries, Grade 1, Personality Development, Reading Material Selection, *Reading Research, Sociocultural Patterns, *Textbook Evaluation

Motivational aspects of the content of first-grade reading textbooks used in the United States and in several foreign countries, as well as textbooks formerly used in the United States, were

explored, using both sociocultural and personality development dimensions in the analyses. Exploration of the nature of reading textbook content and its influence on reading acquisition and on cultural transmission was accomplished. Among the findings were indications of a lesser degree of masculine-oriented behavior than of feminine-oriented behavior in basal readers, a close approximation of typical basal text suburban characteristics in multiethnic series, and a considerable variance between subject matter of books chosen by children in libraries and that of reading materials used in schools. Stories told by first graders from various socioeconomic and cultural settings were collected for theme analysis, and cross-national studies of first-grade reading textbooks from four countries were conducted. Practical applications of research results included a teachers' selection guide for choosing material for children. An extensive bibliography of supplementary materials related to the investigation and appendixes of coding manuals, attitude sets, and published and unpublished articles are included. (Author/MKD)

218. ED 027 154

RE 001 519

Cleland, Donald L. And Others
Vocalism in Silent Reading. Final Report.
Pittsburgh Univ., Pa. School of Education
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-5-0374
Pub Date 68
Grant--OEG-4-10-056
Note--135p.

EDRS Price MF-\$0.75 HC-\$6.85

Descriptors--Basic Reading, *Inner Speech (Subvocal), *Intermediate Grades, *Mechanical Teaching Aids, Reading Achievement, *Reading Research, Retarded Readers, Silent Reading

A project designed (1) to determine the incidence of vocalism during silent reading in intermediate-grade children classified as either reading retardates or achievers and (2) to determine the desirability of this vocalism as an adjunct to the reading process was described. The major conclusions reached were that implicit speech is a natural adjunct of the reading process, that it is a residue of initially learned oral language patterns, and that it is often used as an additional sensory input. Implications drawn from the study were: (1) that no inhibitory measures should be taken to cause a decrement in manifestation; (2) that implicit speech may be a frame of reference for validating written language patterns as consonant with oral language; (3) that

organization of an optimal reading environment conducive to maturity is a sound method for causing a decrement in implicit speech manifestation; (4) that a basal program emphasizing phonics does not result in an undue manifestation of recorded implicit speech; and (5) that mechanically presented reading material may result in greater implicit speech manifestation. A bibliography and three appendixes containing raw data, tests used for population identification, and sample myographic materials are included. (Author/MKD)

219. ED 027 155 RE 001 542
 Morrison, Coleman And Others
 Staff After-Effects of Participation in a Reading Research Project: A Follow-Up Study of the Craft Project.
 City Univ. of New York, N. Y. Div. of Teacher Education
 Spons Agency--Office of Education (DHEW), Washington, D. C.
 Report No--CRP-2677
 Pub Date 68
 Contract--OEC-5-0570-2-12-1
 Note--41p.

EDRS Price MF-\$0.25 HC-\$2.15

Descriptors--Administrator Evaluation, *Curriculum Evaluation, *Followup Studies, *Negro Students, *Primary Grades, Reading Instruction, Reading Materials, *Reading Research, Teacher Evaluation, Urban Schools

Characteristics of a reading program sustained 3 years following the conclusion of the original research study were examined to see what methods and materials had been retained in participating schools. These schools were those which had taken part in the CRAFT program in 12 predominantly Negro New York City schools. Results of an inventory of teacher attitudes were compiled and examined for this study. The report includes information on individual teacher reactions, administrative attitudes, and present utilization of experimental methods and approaches. It was found that, after trying several experimental methods, teachers returned to a basal reader approach, incorporating ideas from the experimental methods. Administrators, after trying heterogeneous grouping, returned to homogeneous grouping with one exception. References and data tables are included. (MD)

220. ED 027 156 RE 001 545
 Williams, Richard P.

Bibliography for Teaching Reading in the Secondary School.
New Mexico State Univ., Las Cruces. Bureau of Educational Research.
Report No--NMSU-BER-10
Pub Date 68
Note--78p.

EDRS Price MF-\$0.50 HC-\$4.00

Descriptors--*Bibliographies, Content Reading, Critical Reading, Functional Reading, *High Schools, Individualized Programs, Linguistics, Literature Appreciation, Reading Comprehension, Reading Materials, Reading Programs, *Reading Skills, Reading Speed, Word Study Skills

Included in this bibliography are books, monographs, dissertations, and journal articles of interest to secondary teachers concerned with reading instruction. The materials included in the 955 citations cover a period of publication from 1903 to 1967. Entries are divided into the following categories: (1) critical reading skills, (2) comprehension reading skills, (3) rate building skills, (4) functional reading skills, (5) word analysis skills, (6) appreciation skills, (7) reading in the content areas, (8) instructional materials and methods, (9) reading programs, (10) linguistics and the reading program, and (11) individualized programs. Subdivisions are made within the categories. (MD)

221. ED 027 157

RE 001 550

Stauffer, Russell G. Cramer, Ronald

Teaching Critical Reading at the Primary Level. Reading Aids Series.

International Reading Association, Newark, Delaware.

Pub Date 68

Note--50p.

Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$1.75 to members, \$2.00 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Critical Reading, Critical Thinking, Directed Reading Activity, Group Dynamics, Group Instruction, Group Reading, Interpretive Reading, Oral Reading, Reading Comprehension, *Reading Instruction, Reading Skills

Emphasis is placed on the need for and techniques in the development of critical reading at the primary level. The following steps for teaching reading as thinking and as acquiring ideas are

presented: (1) developing purposes for reading, (2) developing habits of reasoning, and (3) developing habits of testing predictions. Underlying principles include (1) means of identifying purposes for reading, (2) adjustment of reading rate to the nature and difficulty of materials being read, (3) reading observation, (4) comprehension development, and (5) training in the fundamental skills of discussion, further reading, and additional study writing. The aims of directed reading-thinking activities are to teach children the skills of extracting information of predictive value from a given context and to provide, through the group medium, thinking reader behavior that will be useful to pupils doing undirected reading. Illustrations of directed reading activities at grades 1 and 3 are presented. References are included after individual articles. (JB)

222. ED 027 158 RE 001 551
 Viox, Ruth G.
 Evaluating Reading and Study Skills in the Secondary Classroom.
 Reading Aids Series.
 International Reading Association, Newark, Delaware.
 Pub Date 68
 Note--56p.
 Available from--International Reading Association, 6 Tyre Ave.,
 Newark, Delaware 19711 (\$1.75 to members, \$2.00 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Content Reading, *Evaluation Methods, *Evaluation Techniques, Informal Reading Inventory, Reading Diagnosis, Reading Skills, *Reading Tests, *Secondary Education, Standardized Tests, Study Habits, Testing

Suggestions are made for evaluating reading and study skills in secondary school content subjects. Evaluation procedures include (1) standardized reading tests, (2) teacher-made informal reading tests, (3) inventories of reading and study skills, (4) interest inventories, and (5) teacher observations. Suggestions are made and samples are shown for the development of informal reading tests and inventories in content subjects. Uses of classroom evaluation results are described for lesson planning, student motivation, student understanding, intrafaculty consultation, and teaching techniques for use with students who cannot read the textbook. References are included. (JB)

223. ED 027 159 RE 001 552
 Carlson, Thorsten R.

Current Administrative Problems in Reading. Highlights of the 1967 Pre-Convention Institutes.
International Reading Association, Newark, Delaware.
Pub Date 68
Note--38p.
Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$1.50 to members, \$1.75 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Educational Administration, *Educational Innovation, Educational Research, Evaluation Needs, Government Role, *Inservice Education, Instructional Materials Centers, *Reading Programs, *Reading Research, School Industry Relationship

Five papers concerning administrative problems in reading discuss administrative innovation, reading research, inservice education, and program funding. Forces promoting innovation include the federal government, industry, and educational research, the force which is seen as the basis for progress in education. Learning resource centers, administrative recognition of teaching success, and in-class research are among the eight recommendations included for inservice education. Team enrollment, for both first-grade teacher and school principal, in college reading courses is also emphasized as a means of providing inservice opportunities for both to develop and implement improved reading programs. ESEA/Title I, III, and IV and NDEA/Title XI grants are noted as major sources of program funding, and current programs are described. (RT)

224. ED 027 160 RE 001 553
Taschow, Horst G.
Junior College Reading Programs. Highlights of the 1967 Pre-Convention Institutes.
International Reading Association, Newark, Delaware.
Pub Date 68
Note--33p.
Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$1.50 to members, \$1.75 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Critical Reading, Evaluation, *Junior Colleges, Reading Diagnosis, Reading Materials, *Reading Programs, Reading Skills, *Teacher Qualifications

Important considerations in planning a junior college reading program are presented. The need for a flexible reading program

to meet the varied reading abilities of junior college students is emphasized, and the selection of an experienced, well-prepared reading instructor is seen as being vital to a sound program. Extensive study in the psychology of reading, diagnosis and remediation, counseling, testing and evaluation; practical experience teaching reading; and knowledge of reading research are listed as basic requirements for a junior college reading instructor. An abundance of materials designed to meet individual needs is also a basic necessity. Critical reading and teaching strategies are outlined and discussed. Flexible reading skills, vocabulary improvement, and directed reading lessons are seen as contributing to reading comprehension. References are included. (RT)

225. ED 027 161 RE 001 554
 Russell, Dwane
 In-Service Programs in Reading. Highlights of the 1967 Pre-Convention Institutes.
 International Reading Association, Newark, Delaware.
 Pub Date 67
 Note--30p.
 Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$1.50 to members, \$1.75 to nonmembers).
- Document Not Available from EDRS.
- Descriptors--*Inservice Programs, *Reading, Reading Instruction, Teachers
- Five papers describe components of an inservice program: (1) the establishment of goals which reflect basic learning principles; (2) necessary components of the total inservice program; (3) the identification and meeting of reading teachers' needs and teacher involvement in planning; (4) inservice programs in the large school; and (5) the description of an existing inservice program in a small school. References are cited for individual articles. (JB)

226. ED 027 162 RE 001 555
 Jenkinson, Marion D., Ed.
 Reading Instruction: An International Forum. Proceedings of the First World Congress on Reading Held at UNESCO House, Paris, France, August 8-9, 1966.
 International Reading Association, Newark, Delaware.
 Pub Date 66
 Note--349p.
 Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$3.50 to members, \$3.85 to nonmembers).

Document Not Available from EDRS.

Descriptors--Beginning Reading, *International Education, Literacy, Perceptual Development, Reading Comprehension, Reading Diagnosis, Reading Difficulty, *Reading Instruction, Reading Materials, Reading Readiness, Second Language, Learning, Writing

Participants in this conference represented France, Canada, the United States, Denmark, Japan, the United Kingdom, Austria, Norway, Germany, Sweden, Australia, Egypt, India, Israel, Ireland, and Brazil. Each of the 33 articles is printed in the language in which it was delivered (English except for two articles), and each is preceded by short abstracts in English, French, and German. Two introductory articles discuss the future of reading and reading as a world problem. The remainder of the presentations are classified under the following headings: the scope of reading, the concept of reading readiness, developing competence in reading comprehension, provisions made for children who have difficulties in reading, approaches to beginning reading, the perceptual bases of reading, the relationship between systems of writing and the teaching of reading, provision of reading materials, the teaching of reading in a second language, promoting literacy, assessing progress in reading, and the psychological bases of reading. In developing the program, the committee tried to balance topics which suggested the current status of reading in various countries with facets of the reading processes about which there might be divergent opinions. References are included after individual articles. (CM)

227. ED 027 163

RE 001 557

Stauffer, Russell G. Hammond, W. Dorsey

The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction--Extended into Third Grade. Final Report.

Delaware Univ., Newark.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Report No--CRP-3276

Bureau No--BR-5-0596

Pub Date 68

Contract--OEC-6-10-185

Note--95p.

EDRS Price MF-\$0.50 HC-\$4.85

Descriptors--*Basic Reading, Creative Writing, *Language Experience Approach, Oral Reading, *Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, Reading Tests, Vocabulary Development, Word Recognition, Writing Skills

A comparison of the effects of a Language Arts Approach and a Basic Reader Approach when extended from grades 1 and 2 and applied in 22 third-grade classrooms is presented. The Language Arts or Language Experience Approach utilized children's oral language facility and experiences and their creative writing facility in the development of reading vocabulary, word attack skills, and written communication skills. The Basic Reader Approach utilized basic readers, studybooks, and teacher's manuals to develop reading vocabulary, word attack skills, and comprehension. Related research was surveyed. Conclusions of the study included: (1) while group tests did not discriminate between the two treatment groups, individually administered tests showed a superior performance by the Language Arts Approach students on word recognition tests and oral reading proficiency; (2) the writings of students in the Language Arts showed the correct use of more words; (3) the children in the Language Arts Approach were more eager to read and made more mature reading choices; and (4) the Basic Reader group was superior only on the Arithmetic Computation subtest. A bibliography of sources consulted and a listing of tests used are included. (JB)

228. ED 027 164

RE 001 558

Askov, Eunice H.

Development of an Instrument Measuring Attitudes Toward Reading in Primary Pupils.

Pub Date 6 Feb 69

Note--10p.; Paper presented at American Educational Research Association Meeting, Los Angeles, Feb. 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--*Attitude Tests, Leisure Time, *Primary Grades, *Reading Research, Recreational Activities, *Recreational Reading, *Test Construction

The development of the Primary Pupil Reading Attitude Inventory to measure recreational reading attitudes is described. Twenty second and third graders were interviewed to determine favorite after school and weekend activities. The nine most frequently named activities and three reading activities were then depicted by an artist in separate versions for boys and girls. Each of the three reading pictures was paired with each of the nine non-reading pictures, and 13 choices between two pictures of non-reading activities were included as distractors so that 40 total choices were required. The inventory was administered, and re-administered a week later, to 73 second and third graders. A test-retest reliability coefficient was significant beyond the

.001 level of confidence. The following fall, to obtain a measure of concurrent validity the test was administered to another group of 94 second and third graders. Their classroom teachers were then asked to select the 10 students with the highest and lowest interest in leisure time reading. A t-test indicated that the means of the two groups were significantly different. Attitude inventory scores and achievement test scores showed no significant correlation. References are included. (CM)

229. ED 027 165

RE 001 560

Niles, Olive S.

Evaluation of Three Methods of Teaching First Grade Reading to Children Likely to Have Difficulty with Reading.

Massachusetts State Dept. of Education, Boston.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Bureau of Research.

Report No--CRP-2702

Bureau No--BR-5-0469

Pub Date 65

Contract--OEC-5-10-084

Note--107p.

EDRS Price MF-\$0.50 HC-\$5.45

Descriptors--Attitudes, Basic Reading, *Beginning Reading, *Childrens Books, Grade 1, Reading Instruction, *Reading Readiness, *Reading Research, *Remedial Reading Programs, Remedial Teachers

Forty first-grade classes were divided into four treatment groups to determine the effectiveness of three reading methods with low ability students. Treatment A subjects used the regular basal program. Treatment B subjects used the same basal program, with the low subgroup receiving additional instructions from remedial reading teachers. Treatment C low subgroups used Houghton Mifflin readiness materials and tradebooks, while the rest of the class used the basal program. Treatment D low subgroups received additional remedial instruction as well as regular classroom instruction with the Houghton Mifflin readiness materials and tradebooks. At the end of the 140-day experimental period, the Stanford Achievement Test, Primary 1, Form I, and the San Diego Attitude Inventory were administered to all subjects. Additional testing was done with a random sample. Fifty-three tables present and compare the data, and eight tables summarize the trends. It was tentatively concluded that use of the Houghton Mifflin materials plus tradebooks instead of basal readers was more effective than either a regular basal program or remedial teacher time spent with the low subgroups. However, the combination of the special materials

with remedial teacher time appeared to be more effective than either by itself. (CM)

230. ED 027 166 RE 001 561
Brickner, Ann And Others
Summative Evaluation of Listen Look Learn Cycles R-40, 1967-68.
Educational Developmental Labs., Inc., Huntington, N. Y.
Report No--EDL-RI-12
Pub Date Nov 68
Note--51p.
Available from--Educational Developmental Laboratories, Inc.,
Huntington, N. Y.

Document Not Available from EDRS.

Descriptors--Ability Grouping, Basic Reading, Grade 1, Listening,
*Methods Research, Multimedia Instruction, *Reading Achievement,
*Student Testing, *Teacher Evaluation, Vocabulary, Word Recognition

Evaluation of Cycles R-40 of the Listen Look Learn Multi-Media Communication Skills System (LLL) is reported. Data were gathered from 26 schools through item analysis of pupil workbook responses, summation of teacher evaluations, and standardized tests. Subjects were first graders in 28 LLL classes and in 28 control classes, using basal reading programs. Teacher and class reactions to LLL, as reported through teacher evaluations, were favorable to the program. Analysis of objective data showed significantly higher scores for those children in the treatment groups, regardless of ability level, on all but two of the subtests considered. It was found that average-ability children using the LL system scored at almost the same level as high-ability children in control classes. Also, the difference between LLL groups and control groups was most pronounced for the average-ability group. Graphs and data tables are included. (MD)

231. ED 027 167 RE 001 562
Syagr, Virginia
Teaching Upper Elementary Students With Severe Learning Disabilities.
Oakland Unified School District, Calif.
Pub Date Dec 68
Note--60p.

EDRS Price MF-\$0.50 HC-\$3.10

Descriptors--Arithmetic, Attention Control, Behavior Development, *Dyslexia, Group Dynamics, *Instructional Programs, *Intermediate Grades, *Learning Difficulties, Logical Thinking, Operant Conditioning, Reading Skills, Social Studies, Teaching Techniques, Writing Skills

A program for intermediate-grade children (4, 5, and 6) with severe learning disabilities is described. The typical student involved in the program has been unsuccessful in a regular classroom, has had special help with reading, does not fit the criteria for any special education program, and has average or above-average intelligence. The program objectives, the skills taught, and the teaching methodology are described. Also described are the materials employed, the architectural requirements, and the backup services. A multidisciplinary analysis of the program and evaluation of each student are emphasized. Charts, tables, and a bibliography are included. (RT)

232. ED 027 168

RE 001 563

Herr, Blodwen

Developing a Sense of Sequence--First Grade.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Report No--DPSC-66-2195

Pub Date Sep 68

Note--4Op.

EDRS Price MF-\$0.25 HC-\$2.10

Descriptors--*Curriculum Guides, Federal Aid, *Grade 1, *Instructional Materials, Reading Materials, Student Developed Materials

This ESEA/Title III program was designed to develop a first grader's ability to think of events in correct sequence. Throughout first grade, children are taught sequence by using objects they can see and handle and by using experiences with which they are familiar. Dramatizing nursery rhymes, relating the sequence in which familiar tasks are accomplished, illustrating stories, and recalling the sequence of events in stories read aloud are included as examples of activities used in the program. (MD)

233. ED 027 169

RE 001 564

Kavanagh, James F.

Communicating by Language: The Reading Process.

Spons Agency--National Inst. of Child Health and Human Development, Bethesda, Md.

Pub Date 68

Note--228p.; Proceedings of a conference held in New Orleans, La., Feb. 11-13, 1968.

Available from--Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.75)

Document Not Available from EDRS.

Descriptors--Linguistics, Models, Orthographic Symbols, Reading Failure, *Reading Processes, *Reading Research, Sensory Deprivation, *Speech, Visual Perception, *Written Language

Senior scientists representing a variety of research-oriented disciplines examine the reading process. Among the topics discussed are visual perception, the processing of written information, models for reading and speech, the relationship of spelling to sound, and areas of needed research. Also discussed are the influences of grammatical structures on reading, the nature of writing systems, and the effects of sensory deficits on the reading process. The need for more explicit descriptions and complex models of the reading processes is emphasized. The problems of finding, studying, and doing something for children who don't read are discussed along with the need for matching reading materials as closely as possible to speech. Research with the blind and deaf is seen as a possible source of valuable information regarding the reading process. A bibliography is included. (RT)

234. ED 027 170

RE 001 565

Telder, Thomas V.

A Learning Center for the Development of Reading and Communication Potential.

Park Ridge Township High School District Number 207, Ill.

Pub Date 687

Note--8p.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors--*Inservice Teacher Education, Learning Specialists, Parent Counseling, Reading Centers, *Reading Consultants, Reading Diagnosis, Remedial Reading, *Remedial Reading Clinics, Remedial Reading Programs

The development of the Maine Township (Illinois) Diagnostic and Remedial Learning Centers, a Title II/ESEA project, is described. The remedial learning centers, located in three elementary school districts and in one high school district, are termed model programs because they are designed to treat pupils in that one school.

Each learning center is staffed with a teacher consultant, reading specialists, and a learning disabilities teacher. The teacher consultant makes an initial educational assessment and develops a prescriptive educational program either in the classroom or with the specialists in individual or small group remedial classes. A basic tenet of this program is to provide continual diagnosis while an educational program is in progress. The teacher-consultant may refer the child to the diagnostic learning center for a more extensive multidisciplinary evaluation. Provisions for inservice training are made, including released time for workshops, conferences, and observations. Another phase of this program includes counseling for parents of children with learning difficulties. Future developments of the project are discussed. (CM)

235. ED 027 171

RE 001 566

Bliesmer, Emery P.

1968 Review of Research on College-Adult Reading.

Pub Date 68

Note--48p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-8, 1968.

Available from--National Reading Conference 1968 Yearbook.

Document Not Available from EDRS.

Descriptors--*Adult Reading Programs, *College Programs, *Literature Reviews, Readability, *Reading Habits, Reading Materials, *Reading Research, Reading Skills, Reading Tests, Research Reviews (Publications), Study

One hundred seventy-nine research reports on college and adult reading are reviewed under five major headings: (1) programs; (2) reading, study, and related habits, traits and skill; (3) influence of reading, study, and related habits and skills; (4) factors influencing reading and other study habits and skills; and (5) testing, readability, newspapers, materials, and other areas. In most instances, the populations, procedures, results, and conclusions are described. Two program studies were national in scope; three were statewide; and one was concerned with nationwide adult basic education programs. Relatively few reports described a specific program, but a considerable number reported the results or evaluations of specific programs. Some evaluated a particular method or methods or compared methods. Several reviewed studies pertinent to the predictive value of reading for college or other academic success. The relationships between various personality traits or characteristics and reading and related skills are described in the section dealing with factors influencing reading. A bibliography is included. (Author/CM)

236. ED 027 172

RE 001 567

Kirk, Barbara A.

The Relationship of College Reading Programs to Educational Counseling.

Pub Date 68

Note--8p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.

Available from--National Reading Conference 1968 Yearbook.

Document Not Available from EDRS.

Descriptors--Academic Performance, *Colleges, *Cooperative Programs, *Educational Counseling, Personal Adjustment, Personality Problems, *Reading Improvement, *Study Skills

The way a student studies is a projection of his total personality. Through the content of his approach to studying, some basic personal traits may be dealt with and altered. The relationship between the reading and study skills specialist and the educational counselor is a cooperative one with the reading specialist providing knowledge, information, and techniques while the counselor works with the attitudinal, personal, and emotional material. A potential danger exists when the counselor defaults his responsibility and propels his student into the reading and study skills program, or when the reading specialist goes outside his professional boundaries and assumes the role of a counselor. The necessity of a carefully thought through, planned, tried, and evaluated relationship between the counselor and the reading specialist is emphasized. (RT)

237. ED 027 173

RE 001 568

Kingston, Albert J.

Areas of Confusion in the Development of a Science of Reading.

Pub Date 68

Note--8p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.

Available from--1968 Yearbook of the National Reading Conference.

Document Not Available from EDRS.

Descriptors--*Models, Psychology, Reading, *Reading Research, *Scientific Attitudes

The field of reading needs to be more carefully delineated, and a scientific language must be developed for two distinct areas of concern: reading behavior and reading pedagogy. Theorists as well as practitioners are needed if reading is to develop into a

scientifically based discipline. Finding the relationships of reading behaviors to other types of behavior is also necessary. Psychology offers great promise for such study, but the researcher must decide which psychology offers the best approach to studying reading behavior. Possible models are specific constructs in learning theory and in communication theory. Such basic decisions as whether to approach an investigation in a holistic or molar manner, i.e., examining the responses of the whole organism or studying small fragments of behavior, must be made. Identifying what behaviors or processes are unique to reading ability is suggested as a possible starting point. References are included. (CM)

238. ED 027 174

RE 001 571

Van Gilder, Lester L. Kania, Joanne
An Adult Illiteracy Pilot Project: The Training of Reading Aides.

Pub Date 68

Note--8p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.

Available from--National Reading Conference 1968 Yearbook.

Document Not Available from EDRS.

Descriptors--Adult Reading Programs, Functional Illiteracy,
*Illiterate Adults, Inner City, *Lay Teachers, Teacher Aides,
*Teacher Education, *Tutoring

Sixteen volunteer aides living in inner city Milwaukee were selected according to education (a high school diploma), age (21 years or older), experience working with people, dependability, and availability. They were divided into four groups, and each group was assigned an instructor from the Marquette University reading staff. Ten weekly training sessions stressed the use of a variety of materials and methods for teaching the functionally illiterate. After the training sessions the aides began working with an illiterate adult of their own choosing in a private home setting. The training sessions continued and included evaluation of progress reports and development of planning log books. The aides continued to use the skills and materials acquired in instructing the functional illiterate, some through working with inner city agencies and the public school system. Two aides were given more responsibility in their present positions, and two are considering formal college work to become certified as teachers. Reactions and recommendations for beginning a second phase of this program are given. A list of instructional materials and publishers is appended. (CM)

239. ED 027 175

RE 001 572

Maxwell, Martha J.

Assessing Skimming and Science Skills Improvement.

Pub Date 68

Note--9p.; Paper presented at National Reading Conference,
Los Angeles, Dec. 5-7, 1968.

Available from--National Reading Conference 1968 Yearbook

Document Not Available from EDRS.

Descriptors--*College Programs, *Reading Improvement, *Reading
Programs, *Reading Skills, Reading Speed, Research Reviews
(Publications), *Study Skills

A program for skimming and scanning improvement was developed from college textbook material selected from social sciences, science, and essays and included a section on scanning bibliographies and indexes. Four types of exercises were written for each selection: skimming for the main idea, scanning for details, scanning for words and phrases, and general comprehension for more intensive reading. Finalized forms of the program were tested on students enrolled in rapid reading classes and on students working in an individualized reading laboratory. The findings indicated (1) that many students could not locate main ideas quickly; (2) that students preferred to scan for details rather than skim for major points; (3) that rapid scanning speeds were associated with higher accuracy; and (4) that students would not skim and scan unless they were frantically pushed for time. The student's set or attitude was also found to be a crucial factor. References are included. (Author/CM)

240. ED 027 176

RE 001 574

Johnson, Joseph Carlton Jacobson, Milton D.

An Investigation of the Interrelationships Among Certain Specific
Predictor Variables and Two College Bound High School Student
Reading Enhancement Classes.

Pub Date 68

Note--12p.; Paper presented at National Reading Conference, Los
Angeles, Dec. 5-7, 1968.

Available from--National Reading Conference 1968 Yearbook

Document Not Available from EDRS.

Descriptors--Age Differences, *College Bound Students, Intelligence Differences, Racial Differences, Reading Comprehension, *Reading Improvement, *Reading Programs, Reading Speed, Sex Differences, Socioeconomic Influences, Vocabulary Development

The general reading attainment realized by 44 college-bound senior high school students in a 12-week program was studied. The effects of intelligence, sex, race, high school attended, college board scores, age, college choice, and socioeconomic status on the criterion variables of reading rate, vocabulary, and comprehension were also studied. The Nelson-Denny Reading Test, Forms A and B, was used as pretest and post-test. A controlled reader, tachistoscope, additional rate and comprehension devices, programed and linguistic materials, and various practice materials were used in the program. Significant gains were made in vocabulary and reading rate. Sex, race, socioeconomic status, or school attended did not affect the criterion variables. Initial scores affected all three variables. Gains in comprehension and reading rate were affected by intelligence and total college board scores. The relationship of comprehension gain to college choice approached significance. Tables and references are included. (RT)

241. ED 027 177

RE 001 575

Green, Donald Ross And Others

Learning to Recognize Words and Letters on a CAI Terminal.

Pub Date 25 Apr 68

Note--16p.; Paper presented at International Reading Association conference, Boston, April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--*Autoinstructional Aids, Beginning Reading, *Computer Assisted Instruction, *Disadvantaged Youth, Preschool Children, *Reading Research, Sex Differences, Teaching Machines, *Word Recognition

An IBM 1050 AV computer system, including a typewriter keyboard, tape recorder, and slides, was used to teach 4-year-olds word and letter recognition. Three studies explored sex differences in relation to differences in socioeconomic status and learning materials. In experiment 1, 16 disadvantaged children explored the keyboard individually for 6 sessions; then a matching task was presented. Eleven keys with words only were exposed. Experiment 2 expanded these procedures, with 20 disadvantaged children participating in 17 sessions. Ten of these subjects were exposed to letters only; 10, to words only. Boys scored significantly higher than girls on the matching task in experiments 1 and 2. No differences were found between word and letter programs. In experiment 3, 15 middle-class boys and girls participated in 10 exploratory sessions followed by a test. No sex differences were found for the middle-class children. However, the letter program was

easier for them. The authors concluded that the computer system used did not react fast enough to hold the attention of the children but that a computer-assisted instructional approach which provides for gross motor responses in lieu of verbal ones is well-suited to disadvantaged children, especially boys. References are included. (CM)

242. ED 028 018

RE 001 276

Sterritt, Graham M. And Others
Sequential Pattern Perception and Reading.

Pub Date 25 Apr 68

Note--13p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--Audiolingual Skills, *Auditory Discrimination,
*Language Patterns, *Perception Tests, *Sequential Learning,
*Visual Perception

The first step in learning to read is to recognize the visual language code as equivalent to the auditory code. The next step is the translation between auditory and visual information as well as between temporal and spatial organizations. The factors contributing to such translations are divided into six subprocesses: auditory sequence perception, visual sequence perception, temporal sequence perception, spatial sequence perception, audiovisual integration, and temporal-spatial integration. Nine tests were devised to measure the ability of 40 third graders in these six subprocesses. The tests were based on sequences of dots or beeps to be paired with or differentiated from other sequences. It was hypothesized that the three tests based on the subprocesses requiring no translation would be the easiest; this hypothesis was not confirmed. Difficulty was determined by the stimulus modality of the first pattern which had to be remembered for comparison with the second. A mean of 2.43 errors occurred on tests having a visual-spatial pattern first. A mean of 5.35 errors occurred when an auditory-temporal or visual-temporal pattern was first. Sequence perception scores showed low relationships with reading scores. (WL)

243. ED 028 019

RE 001 296

Edwards, Thomas J.
Lexic-Dyslexic Diagnostic Instruction.
Pub Date Apr 68

Note--12p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors--Curriculum Evaluation, Curriculum Planning, *Diagnostic Teaching, *Dyslexia, *Elementary School Students, Individual Instruction, *Reading Ability, *Reading Instruction, Teaching Methods

Dyslexia is too often a general category for an assortment of reading disabilities. Reading ability might be considered as a continuum ranging from lexia to dyslexia with no implication regarding the cause of the disability. Instead of labeling the child with a reading problem a failure, present teaching techniques should be evaluated on the basis of their effectiveness in individual situations. The initial stages of learning to read comprise a highly complex perceptual learning function that varies from child to child, and current reading tests frequently do not measure these differences. Until better tests are developed, it is the teacher's responsibility to diagnose individual differences in learning styles. A suggested model for classroom diagnosis provides all students with a rich language experience program that allows early identification of quick perceptual learners. The slower learners could then be given special attention through the use of various individualized approaches to the teaching of reading. (BS)

244. ED 028 020 RE 001 340
Chern, Nona E.
In-Service Education in Readings: The Realization of the Potential.
Symposium III.
Pub Date Apr 68
Note--17p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors--*Elementary Grades, *Inservice Teacher Education, *Reading Consultants, *Reading Instruction, Teacher Improvement, Teacher Seminars, *Teacher Workshops

Most schools recognize the need to conduct inservice training programs supervised by reading consultants in order to realize the potential of teachers during their preservice education. To be effective, an inservice training program for elementary reading teachers should first be viewed by the participants as an aid to

improve the teaching of reading. The administrators should be willing to release time for the program, to hire specialists to serve as resource persons, and to promote an atmosphere of creative and innovative thinking. The reading consultant should have the full cooperation of the entire staff. He should examine the strengths and weaknesses of the reading program through observation, questionnaires, conference with teachers, and examination of test results. He should make himself available and seek out those who may not be aware they need his services. All school personnel should be involved in planning a flexible inservice program based on the classroom teachers' instruction problems. To illustrate these principles, an inservice program is described from its inception to its conclusion. (NS)

245. ED 028 021

RE 001 356

Neville, Donald Bucke, Barbara

The Effect of Meaning on the Measurement of the Ability to Auditorially Discriminate Sounds Contained in Words.

Pub Date Apr 68

Note--18p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors--Age, *Auditory Discrimination, *Grade 1, *Grade 2, Sex Differences, Socioeconomic Status, *Vocabulary, Word Frequency, *Word Recognition

Identifiers--Wepman Test of Auditory Discrimination

A study was conducted to examine the effects of word familiarity on auditory discrimination and the interactions of the familiarity variable with age. Thirty-seven word pairs equated in sound and length and 37 nonsense word pairs similarly equated were selected according to the maturational level at which children learn different sounds. The subjects were selected from two economically deprived schools and one nondeprived school located in a semirural district in Tennessee. Fourteen first- and second-grade pupils were chosen randomly from each school and were grouped into two sections. One section was given the word pairs first and the nonsense words second, while the other section was presented the pairs in the opposite order. Analyses of variance and T-tests were used to analyze data. It was concluded (1) that second-grade children performed better on the auditory discrimination task than first graders, (2) that meaningfulness of stimulus influenced auditory discrimination, suggesting that an expanded auditory vocabulary might account for apparently improved auditory

discrimination skills, (3) that sex was not a significant factor, and (4) that the socioeconomic level bore no significant influence. A bibliography is included. (WL)

246. ED 028 022 RE 001 407
Bormuth, John R., Ed.
Readability in 1968.
National Council of Teachers of English, Champaign, Ill.
Pub Date 68
Note--52p.
Available from--National Council of Teachers of English,
508 S. Sixth St., Champaign, Ill. (\$1.00)

Document Not Available from EDRS.

Descriptors--*Preschool Children, *Readability, Reading Comprehension, Reading Level, *Reading Materials, Reading Readiness, *Reading Research

This bulletin presents four papers on how to control, manipulate, and predict the readability of printed materials. The first paper describes trends in readability brought about by research tools developed by psychologists and linguists. The second paper explores the effects of word frequency in printed materials on comprehension and concludes that we tend to recognize and understand readily the more frequently used words. Experimental studies which contribute to the improvement of the readability and teaching capacity of preschool books are discussed in the third paper which also illustrates how readable preschool books may be created by exploiting children's love for television and cartoons. The fourth paper is an evaluation of the use of the cloze procedure to determine the suitability of reading materials. Each article is followed by a brief summary and a bibliography. These articles were originally published in the 1967 and 1968 issues of "Elementary English." (NS)

247. ED 028 023 RE 001 411
Hodges, Kathleen M. And Others
Educational Survey to Determine Reading Disabilities.
Pub Date Apr 68
Note--11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Federal Aid, *Intermediate Grades, *Junior High School Students, *Pilot Projects, Reading Diagnosis, *Remedial Reading Programs, Retarded Readers

Identifiers--Elementary and Secondary Education Act

Under an ESEA/Title III Planning Grant, a survey of 11,311 students in grades 4 through 7 in 12 rural central Georgia school systems was undertaken to identify reading disability. Results indicated that approximately one-fourth of these students was reading more than 10 years below their expectancy levels as determined by a recognized formula. An experimental remedial program was conducted with 26 of the severely disabled readers. Average gains as determined by standardized tests for the 24 children who completed the 9-month program were significant. Average growth rates in reading were approximately twice those for previous school years. This experimental program will be expanded into full-scale preventative and remedial programs. (BS)

248. ED 028 024

RE 001 414

Michael, Lois I.

Reading Clinics--Helping the Disabled Reader Through Special Services.

Note--10p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--Reading Centers, *Reading Clinics, *Reading Diagnosis, *Reading Difficulty, Reading Improvement, Remedial Instruction, *Remedial Reading

The primary goal of reading clinics is to help disabled readers. However, clinics also help teachers diagnose reading disabilities and recommend remediation. They help implement research on the effects of special instruction, the causes of reading disabilities, the effectiveness of diagnostic tests, and other related factors. They may also train reading teachers, specialists, and clinicians. Reading clinics may be private or part of a public school system or university. To function effectively, they should be established on sound principles, be well-equipped, and staffed by trained personnel. They should give prime consideration to their clientele, their objectives, and to the implementation and evaluation of these objectives. (NS)

249. ED 028 025

RE 001 417

Plattor, Emma E. Woestehoff, Ellsworth S.

The Application of Computer Technology to Education Diagnosis.

Pub Date Apr 68

Note--16p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--*Computer Assisted Instruction, Data Analysis, Data Processing, Mechanical Teaching Aids, *Reading Diagnosis, Reading Instruction

Effective instructional organization and sequences cannot be generated without analyzing and interpreting diagnostic information. Currently the teacher is required to provide the analysis and interpretation as well as the instruction. Class loads and time limitations preclude anything other than the cursory examination of data. In order to facilitate effectiveness and efficiency, a computer can assume the analysis function and free the teacher for careful interpretation and competent instruction. The utilization of a computer in educational diagnosis involves (1) identifying information categories requisite to educational diagnosis, (2) specifying category variables, (3) selecting instruments for obtaining data, (4) organizing files for data storage and retrieval, (5) developing a library of computer programs based on anticipated diagnostic procedures, (6) specifying data presentation format, and (7) translating the data into instructional sequences. Two exhibits of the application of computer technology to educational diagnosis are described and illustrated. Data tables are included. (BS)

250. ED 028 026

RE 001 420

Steg, Doreen And Others

Effects of Individual Programmed Instruction of Initial Reading Skills and Language Behavior in Early Childhood.

Pub Date 25 Apr 68

Note--9p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors--*Basic Reading, Language Ability, Mechanical Teaching Aids, *Preschool Children, *Programed Instruction, *Reading Skills, Sight Vocabulary, Word Recognition

Identifiers--Edison Responsive Environment

The effects of the Edison Responsive Environment, a computerized typewriter on the development of primary reading skills are discussed. Subjects were 27 3- and 4-year-old children from lower and middle socioeconomic classes. A three-phase program taught these children to relate the names of letters to their upper- and lowercase graphic symbols, to form words from these letters, and to develop a sight vocabulary for typed letters, words, and stories. Research data from the 12 pre- and post-tested children indicated that after 5 months they could recognize all uppercase letters and some lowercase letters. They could type and recognize their own names. There was no significant difference in language facility development, and there were no significant differences between the performances of children from the different socioeconomic classes, even though a 17-point discrepancy in IQ was noted. It was concluded that the children did acquire primary reading skills through the use of this machine. Teaching machines are recommended for young children whose attention spans are short. References are included. (BS)

251. ED 028 027

RE 001 421

Stemmler, Anne O.

Reading of Highly Creative Versus Highly Intelligent Secondary Students.

Pub Date 26 Apr 68

Note--16p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--Creative Reading, *Creativity, Functional Reading, Gifted, Imagination, *Intelligence, Interpretive Reading, *Reading Processes, Reading Skills, *Secondary School Students

The purpose of this study was to explore the similarities and differences in the reading behaviors of highly creative (HC) and highly intelligent (HI) secondary students. An intensive analysis of the oral introspective and retrospective responses of 36 subjects to two written passages was made. An experimental classification framework was developed to analyze the data. Results indicated (1) that the HC group exceeded the HI group in responses for selected content elements and cognitive patterns in both free and controlled reading situations, (2) that there was no difference between groups in the recall of directly stated information, (3) that the HC group exceeded the HI group in reading for non-literal meanings, and (4) that the HC group exceeded the HI group in variation of thinking methods. It was concluded that these two groups had different reading styles. The HC group possessed imaginative characteristics and read "from within." The HI group possessed

intellective characteristics and read "from without." The implications of this study for the areas of understanding giftedness, understanding the reading process, and curriculum planning are discussed. Sample interviews are included. (BS)

252. ED 028 028 RE 001 427

Ladd, Eleanor M.

District Personnel and the Successful Reading Program.

Pub Date Apr 68

Note--8p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors--Guidance Services, Intellectual Disciplines, *Professional Personnel, Reading Consultants, *Reading Diagnosis, *Reading Programs, School Psychologists, School Social Workers, *Teachers

The teacher in the school of tomorrow will have a variety of roles. One of the more important will be that of diagnostician. Perceptive assistance for the teacher as diagnostician is available from the school psychologist, the social caseworker, the guidance worker, and the reading clinician. The services of all district personnel should be utilized. The professional personnel in the school should allow more time for the teacher as a person, as a reading teacher, as a facilitator, and as an interpreter of the behavior of children. Cross-discipline synthesis is necessary. (Author/BS)

253. ED 028 029 RE 001 429

Henderson, Edmund H.

Do We Apply What We Know About Comprehension.

Pub Date Apr 68

Note--16p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--Basic Reading, *Cognitive Development, Language Experience Approach, Learning Theories, Methods Research, Programed Materials, *Reading Comprehension, *Stimulus Behavior

The behaviorist and cognitive views of learning and language are contrasted, and some methodologies derived from the opposing positions are described. Programed reading in the form of machines,

kits, and self-servicing devices of all sorts and most basal reader programs are identified as products of the behaviorist theory of reading instruction. The language experience approach is identified as a product of the cognitive theory. Curriculums derived from the behaviorist view of learning have produced gains in comprehension as measured by standardized tests. Presently, the cognitive view has had little effect on curriculum development, and differences in achievement as measured by standardized tests have not been impressive. However, one cognitive approach group has shown a 3-year superiority to a basal reader group. Utilization of current scientific and pedagogical knowledge to attain comprehensive reading instructional goals is recommended. References are listed. (BS)

254. ED 028 030 RE 001 434
Colvin, Cynthia M.
Psychological Principles in Materials Selection.
Pub Date 25 Apr 68
Note--10p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--*Beginning Reading, *Content Reading, Individual Differences, *Instructional Materials, *Language Experience Approach, Language Styles, *Readability, Reading Ability, Reading Development, Sequential Reading Programs

Those psychological principles which might aid the teacher in the selection of instructional materials are examined. Since learning is a process which builds sequentially on past learning, beginning reading materials should include words that have personal relevance for the individual child. Meaningful material is learned more quickly than nonsense syllables. Materials related to the child's experiences are more easily comprehended by him. The development of attitudes and interests cannot be measured by reading tests, but do contribute to reading growth. According to Blom, Waite, and Zinet (1968), the content of pre-primers, primers, and first-grade readers is remote from the child's life. While he is keenly interested in the world around him, his reading stresses family attachment, younger siblings, and ambiguity in sex roles. Anthropomorphic and animistic thinking which the child is exposed to are thought to be barriers to his intellectual development. Natural sentences of normal length often are understood more easily than short, artificial ones which are remote from the true language experience and normal speech patterns the child is familiar with. References are included. (WL)

255. ED 028 031

RE 001 436

Braun, Carl

The Efficacy of Selected Stimulus Modalities in Acquisition and Retention of Sex-Typed Textual Responses of Kindergarten Children.

Pub Date 25 Apr 68

Note--22p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors--*Aural Learning, Females, Interest Scales, Kindergarten, Males, *Pictorial Stimuli, *Retention, *Visual Learning, *Word Study Skills

The hypothesis that a combined pictorial and textual stimulus would result in shared and thus reduced stimulus control was investigated. It was also hypothesized that interest-loading of the word stimuli would heighten the attention given to the stimulus. Colorful content words were pictorially representable nouns selected on the basis of their being boy-words or girl-words. A random sample of 240 kindergarten children was drawn from a sampling frame stratified by sex and ability level. Four sets of criterion word cards were prepared. Two of these were used for the auditory-visual presentation and were accompanied by illustration. The two sets used for the auditory presentation had only the words on the cards. Learning and test cycles were alternated until the subject responded correctly on two successive test trials. The results based on acquisition consistently favored the auditory treatment. With regard to interest-loading, insignificant F ratios were found for high ability children; significant ratios were found for low ability children. Boy- and girl-word treatments favored the sex with which they were associated. (WL)

256. ED 028 032

RE 001 556

Whipple, Gertrude

Bold Action Programs for the Disadvantaged: Elementary Reading. International Reading Association, Newark, Delaware.

Pub Date 68

Note--57p.

Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$1.50 to members, \$1.75 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Childrens Books, *Disadvantaged Youth, Folklore Books, Inservice Teacher Education, Language Experience Approach,

Minority Group Children, Reading Centers, Reading Materials,
*Reading Programs, Teacher Aides, Teaching Methods

The following five characteristics of successful reading projects for the disadvantaged are discussed as a basis for appraising ESEA/Title I programs: (1) a child need-centered emphasis, (2) provision for teacher education, (3) use of multidisciplinary and paraprofessional personnel, (4) parent involvement, and (5) evaluation procedures. Current reading programs at the preschool, primary, and intermediate levels, operating primarily in Detroit and Los Angeles, are described. They involve comparisons of methods, the use of lay aides and reading consultants, communication skills and summer study centers, teacher training, language experience enrichment, and use of phonetic materials. The personal, social, and learning characteristics of the disadvantaged child are described; some current materials are evaluated; and recommendations for developing superior instructional materials for the disadvantaged are made. Finally, children's books dealing with nonwhite minorities are analyzed under the categories of folktales, biographies, and books about minority problems and character depiction. References and a bibliography of children's books are included. (CM)

257. ED 028 033 RE 001 559
Blair, John Raymond Ryckman, David B.
Visual Discriminatory Ability Among Prereaders.
Michigan Univ., Ann Arbor. Center for Research on Language and
Language Behavior.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-6-1784
Pub Date 68
Contract--OEC-3-6-061784-0508
Note--12p.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors--*Graphemes, *Preschool Children, *Reading Research,
Structural Analysis, *Visual Discrimination, Word Recognition

The ability of 50 lower middle-class and 25 upper middle-class prereading children to discriminate between pairs of uppercase alphabet letters was tested. A set of 3x5 cards with a sample stimulus in the upper center section of each card and two alternative choice stimuli just below and to the right and left of the sample was used. The 650 total cards were divided into five sets of 130 cards. The two major subject groupings were divided into

five groups each and were tested with one set of 130 cards. An analysis of variance showed that the differences between groups both within and across each major grouping were not significant at the .05 level. The range of errors per subject was from 0 to 17 on 130 items. The letter pairs significantly confused were M-N (8); M-W and S-P (5); H-A, I-J, L-J, and K-X (3); and B-X, H-X, N-X, I-L, P-R, A-X, and H-W (2). The uppercase letters with the lightest percentage of errors were in descending order: M, N, K, X, H, P, W, and I. Tables and references are included. (BS)

258. ED 028 034 RE 001 569
Tinker, Miles A.
The Uses and Limitations of Eye-Movement Studies of Reading.
Pub Date 68
Note--8p.; Paper presented at National Reading Conference,
Los Angeles, Dec. 5-7, 1968.
Available from--1968 Yearbook of the National Reading Conference.

Document Not Available from EDRS.

Descriptors--Comprehension, *Eye Fixations, *Eye Movements, *Eye Regressions, Oral Reading, Performance, Reading Diagnosis, Reading Speed, *Visual Perception

Uses and limitations of eye-movement records as measures of reading performance are discussed. Research studies and findings are cited, standards for reliability and validity are given, and types of eye-movement measures are described. Research has demonstrated that eye movements are not causes but symptoms of reading proficiency; therefore, diagnosis should deal with the factors of perception, comprehension, and material assimilation. Changes in eye-movement patterns are shown by a rapid decrease in fixation and regression frequency and in pause duration during the early grades and by much less change at higher levels. Comparisons between inefficient and efficient readers show the better readers to make fewer fixations, fewer regressions, and shorter pauses and to vary their eye-movement patterns according to the kind and difficulty of materials read. The role of eye movement in oral reading, in the study of legibility of print, and in reading speed is presented. References are included. (JB)

259. ED 028 035 RE 001 570
Wark, David M.
Case Studies Behavior Modification.
Pub Date Dec 68

Note--27p.; Paper presented at National Reading Conference,
Los Angeles, Dec. 5-7, 1968.
Available from--1968 Yearbook of the National Reading Conference.

Document Not Available from EDRS.

Descriptors--*Adult Reading Programs, *Behavior Change, *Reading Improvement, *Reading Skills, *Reading Speed, Self Reward, Study Habits

The case histories of five students enrolled in a university course in how to study are reported. The students range in age from 18 to 35, included two males and three females, and varied in school experience from no college in one case and some college in two cases to college degrees in two cases. Students were initially taught to chart their own study behavior using a textbook of their choice. Halfway through the course they were given instruction in techniques of behavior modification. They were assigned to a part of these self-selected techniques for their self-selected problems. The contingencies and payoffs were chosen by the student. Contracts were signed by each student and included such rewards as recreational reading time, listening to rock and roll music, and walking the dog. They included such avoidance contingencies as gaiting the dog, wearing a disliked sport coat, and nonsmoking. The behaviors to be changed included accelerating rate, increasing length of time spent studying, and beginning studying. In all cases the contingencies served to modify behavior toward the desired goal. A broader survey of study behavior under natural situations is suggested. Tables and a bibliography are included. (CM)

260. ED 028 036 RE 001 576
Williams, Joanna P.
Summary Report of a Seminar on Linguistics and Reading.
Pennsylvania Univ., Philadelphia. Graduate School of Education.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Report No--DPSC-67-3010
Pub Date Oct 68
Note--8p.
Available from--Research and Information Services for Education,
443 S. Gulph Road, King of Prussia, Pa. 19406

Document Not Available from EDRS.

Descriptors--Comprehension, Intonation, *Linguistics, Listening Skills, Morphemes, Phonology, *Reading Instruction, Speaking Activities, Structural Analysis, Syntax, Testing, Writing Skills

Findings of a seminar which explored the current linguistics methods of teaching elementary reading and examined the background of this approach and some programs constant with it are presented. The seminar established the following set of criteria for describing the important characteristics of a linguistics method: (1) task definitions of decoding, comprehension, and reacting; (2) considerations of phonological, morphological, and syntactic levels in building materials; (3) contrasts of pattern presentation; (4) patterns emerging from story content; (5) word analysis; (6) inductive or deductive processes; (7) correspondence regularity; (8) nonsense materials; (9) vocabulary choices; (10) picture usage; (11) specific emphasis on intonation and stress; (12) specific listening and speaking activities; (13) writing activities; and (14) formal testing provisions. The results of applying these criteria to seven reading series are presented. References are given. (JB)

261. ED 028 037

RE 001 627

Burmeister, Lou E.

Final Vowel-Consonant-e.

Pub Date Feb 69

Note--13p.; Paper presented at American Educational Research Association meeting, Los Angeles, Feb. 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--Beginning Reading, *Consonants, *Phonics, Reading Instruction, *Vowels, *Word Lists, Word Study Skills

The utility value of the final vowel-consonant-e phonic generalization was examined using 2,715 common English words. When the vowel was defined as a single-vowel, the consonant as a single-consonant, and the final e as a single-e the generalization was found to be highly useful, contrary to other recent findings. Using the total sample of 2,715 words the utility level of this generalization was 73.7 percent. For a, e, i, o, u and y, it reached the utility levels of 78.9, 67.4, 61.1, 85.6, 78.3, and 100 percent, respectively. The groups which composed the three largest exceptions were (1) a-e=i (as in furnace, damage, and private), (2) e-e=a (as in there), and (3) i-e=i (as in live and captive). Primary level words which are exceptions to the generalization are listed. It is recommended that these words be taught as sight words at the primary level and that groups of exceptions be taught at a later time as the need arises in reading materials. Tables and references are included. (Author/CM)

262. ED 028 038

RE 001 628

Vick, Marian Lee Johnson, Joseph Carlton II

A Study of the Relationships Between Primary Grade Pupils
Labeled As Either Culturally Disadvantaged or Culturally Ad-
vantaged and Their Development of Certain Language Skills.

Pub Date 8 Feb 69

Note--16p.; Paper presented at the American Educational Research
Association meeting, Los Angeles, Feb. 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--Articulation (Speech), Auditory Discrimination,
*Culturally Advantaged, *Culturally Disadvantaged, *Disadvan-
taged Youth, *Language Ability, *Language Skills, Primary
Grades, Reading Ability, Socioeconomic Status, Verbal Ability,
Vocabulary Development, Vocabulary Skills

A study was made of the interrelationships among the language skill complex (auditory discrimination, articulation of speech sounds, recognition vocabulary, and vocabulary of use), grade level, intelligence level, race, sex, father's occupation, school, chronological age, and general reading ability of children placed in the primary grades with respect to their cultural index. Three hundred and twenty-two primary-grade children from two elementary schools in Durham County, North Carolina, served as subjects. One school enrolled a predominantly disadvantaged population; the other school enrolled a predominantly advantaged population. Test data were analyzed through variance and covariance techniques of multiple linear regression. Significant differences in auditory discrimination and its relationship to the cultural index could not be attributed to differences in race, sex, father's occupation, school, chronological age, or general reading ability. Articulation of speech sounds was dependent upon grade and the combined factors of grade and chronological age. Recognition vocabulary was dependent upon grade, grade and age combined, intelligence, and general reading ability. Grade, sex, grade and chronological age combined, general reading ability, and intelligence were significant factors for the development and utilization of vocabulary of use. References are included. (Author/CM)

263. ED 028 039

RE 001 631

Mason, Evelyn

Suggested Activities for Developing and Reinforcing Word Analysis
Skills in the Reading Program.

Pub Date Sept 68

Note--109p.

EDRS Price MF-\$0.50 HC-\$5.55

Descriptors--*Phonics, *Reading Games, Reading Instruction, Reading Skills, *Structural Analysis, *Word Recognition, *Word Study Skills

Teaching procedures for word analysis skills are described and followed by sample games and activities. The skills are listed in the following sequence: sight words, phonics (initial consonants, medial and final consonants, blends, digraphs, short vowel sounds, syllabication related to short vowel position, short vowel compound words, long vowel sounds, applying vowel principles, diphthongs), structural analysis (prefixes, recognition of suffixes, endings, syllabication), and synonyms, antonyms, and homonyms. Suggestions for developing comprehension and interpretation skills and abilities are noted. Listings of commercial aids and teacher references are included after each skill section. (CM)

264. ED 028 040 RE 001 632
Hayes, Robert B. Wuest, Richard C.
A Three Year Look at i/t/a, Lippincott, Phonics and Word Power,
and Scott, Foresman.
Pub Date Feb 69
Note--14p.; Paper presented at American Educational Research
Association conference, Los Angeles, Feb. 5-8, 1969.
EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--*Beginning Reading, *Developmental Reading, Educational Attitudes, Elective Reading, *Initial Teaching Alphabet, *Phonics, Reading Achievement, *Reading Instruction

The following approaches to beginning reading were compared: (1) a basal reader program utilizing a whole word, carefully controlled vocabulary, and ability grouping procedures; (2) a phonics approach, with many different words, using essentially whole class procedures; (3) a combination whole word basal program supplemented with a phonics program; and (4) the i/t/a program employing a total language approach, a heavier than usual vocabulary, and grouping procedures. Each year the study was evaluated by the Stanford Achievement Test, the San Diego County Inventory of Reading Attitude, and a record of the number of books read independently. Additional random sample testing was done with individually administered tests. The original population, composed of 415 first graders in five classrooms per treatment, decreased to 262 pupils at the end of grade 3. In grade 1, while basal reader pupils read the most books, the other three programs generally appeared to help children to higher silent achievement. By the end of grade 3 the phonics approach scored significantly

higher on Paragraph Meaning and Spelling than did the basal or combination classes. The phonics program was also favored significantly over the combination program at the end of third grade. At the same time the basal group scored significantly lower than the other three groups on Word Study Skills. Other significant differences are also reported. Tables are included. (CM)

265. ED 028 041

RE 001 633

Morrison, Coleman And Others

A Comparison of the Reading Performance of Early and Non-Early Readers from Grade One Through Grade Three.

City Univ. of New York, N. Y. Div. of Teacher Education.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Pub Date 7/68

Note--44p.

EDRS Price MF-\$0.25 HC-\$2.30

Descriptors--*Beginning Reading, Developmental Reading, *Disadvantaged Youth, *Early Reading, Grade 1, Grade 2, Grade 3, *Reading Achievement, *Reading Instruction, Reading Interests, Reading Readiness, Urban Schools

Among the CRAFT project total population of 1,378 disadvantaged urban children, 58, or 4 percent, were identified at the beginning of first grade as early readers on the basis of their ability to identify words in print. All children in the study were taught to read by either the Skills Centered or the Language Experience Approach. Achievement tests administered over the 3-year period included the Murphy-Durrell Reading Readiness, the Metropolitan Reading Readiness, the Thurstone Pattern Copying and Identical Forms, the Stanford Primary I Achievement, the Metropolitan Primary I Achievement (Form B), the Metropolitan Advanced Primary Achievement (Form C), the Metropolitan Primary II Achievement (Form B), the New York State tests of word recognition and comprehension, and the Metropolitan Elementary Achievement (Form A). In addition, the San Diego County Inventory of Reading Attitude and a second-grade teacher evaluation of eagerness to read and maturity of reading choices were administered. Early readers entered school with a highly significant advantage in reading readiness and in reading ability that they maintained over a 3-year period. When the early readers were compared on the basis of approach there was no significant difference. Tables and references are included. (CM)

266. ED 028 042 RE 001 634

Schutz, Richard E. And Others
Reinforcement Schedules in Pacing Reading Rate. Final Report.
Arizona State Univ., Tempe.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-5-0740
Pub Date Dec 68
Grant--OEG-7-12-0030-233
Note--48p.

EDRS Price MF-\$0.25 HC-\$2.50

Descriptors--Grade 4, *Interval Pacing, *Operant Conditioning,
Pacing, *Reading Comprehension, *Reading Speed, *Reinforcement

Responses of individual fourth-grade children were monitored in daily 30-minute sessions for 10 consecutive school days. Individual subjects were used as their own controls. The child sat before a small table with a surface-mounted button and a wall-mounted screen upon which visual stimuli were rear-view projected, using a filmstrip projector with the frame advance controlled by the button press. A doorbell chime was used as an auditory reinforcement-contingency indicator. Discourse from a third-grade series of science books was photographed line by line, with each line constituting a 35 mm filmstrip frame. Data for baseline performance with no reinforcement contingency, fixed-interval schedule performance, variable-interval schedule performance, and variable-ratio performance are reported. The effects of given schedules are observable on an intrasession and intersession basis via inspection of cumulative response records. The fixed-interval schedule resulted in highly stable reading rates; the other schedules resulted in steadily accelerating rates. The introduction of reading comprehension test contingencies reduced behavior extraneous to reading and resulted in improved comprehension performance. Other conclusions are suggested as a starting place for further investigation. The reading comprehension tests and references are appended. (Author/CM)

267. ED 028 043 RE 001 635

Bougere, Marguerite B.
Selected Factors in Spoken Language Related to First-Grade Reading Achievement.
Chicago Univ., Ill.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-7-E-125

Pub Date Jun 68
Contract OEC-O-8-080125-0219
Note--29p.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors--Beginning Reading, *Grade 1, Kernel Sentences, *Language Patterns, Language Research, Oral Communication, Predictive Ability (Testing), *Reading Achievement, Reading Readiness Tests, *Sentence Structure, Socioeconomic Status, Transformations (Language), *Vocabulary

The relationship between first-grade reading achievement and selected experimental language measures was investigated. The measures selected for study were (1) number of T-units (communication units) spoken in an experimental situation, (2) mean length of T-unit, (3) ratio of subordinate clause length to T-unit length, (4) ratio of sentence-combining transformations to T-units, (5) percent of words at Thorndike-Lorge frequency levels 1 and 2, (6) percent of words at Thorndike-Lorge frequency levels 3-5, and (7) the type-token ratio. Subjects were 60 first-grade pupils from six suburban schools representing three socioeconomic levels. No single language measure nor any combination of these measures was found to have as much value in predicting reading achievement as did the Metropolitan Readiness Test (MRT). Certain combinations of the experimental language measures added significantly to the value of the MRT in predicting first-grade achievement in both word recognition and comprehension. Mean T-unit length added significantly to the value of the readiness test in predicting comprehension. Other findings and conclusions are offered. Tables and references are included. (Author/CM)

268. ED 028 044 RE 001 636
Ammon, Paul R. Graves, Jack A.
The Identification of Word Meaning from Sentence Contexts: An Effect of Presentation Order.
Pub Date Feb 69
Note--11p.; Paper presented at American Educational Research Association conference, Los Angeles, Feb. 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Context Clues, *Interference (Language Learning), Learning Processes, Listening, *Listening Comprehension, *Memory

Sixty fourth- and fifth-grade children listened to six series of six sentences each, with each sentence in a series containing the same artificial word. The task was to assign to the artificial word a meaning which would fit all sentence contexts in the series.

Preliminary data provided an estimate of the probability that a particular sentence, presented in isolation, would elicit a correct response. The sentence most likely to elicit a correct response in a particular series was called the "best" sentence. Two presentation orders were used: from best to worst and worst to best. There were two response conditions: one in which the subject responded after each sentence in a series, and one in which he responded only after hearing the entire series. Analysis of variance indicated that significantly more correct responses occurred with the best-to-worst presentation order. Number of responses and the interaction of this factor with presentation order were nonsignificant effects. Further analysis suggested that, with the worst-to-best order, early sentences tended to interfere with normal processing of subsequent sentences. Tables and references are included. (Author/CM)

269. ED 028 045

RE 001 637

Kresh, Esther Green, Bert F., Jr.

Preschool Academic Skills Test.

Pub Date 69

Note--14p.; Paper presented at American Educational Research Association meeting, Los Angeles, Feb. 5-8, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--*Disadvantaged Youth, Individual Tests, Kindergarten Children, Middle Class, *Predictive Validity, *Preschool Children, *Preschool Tests, Readiness, Reading Readiness, Test Reliability, Test Validity, Verbal Ability, Vocabulary

The Preschool Academic Skills Test was developed from an analysis of first-grade reading and mathematics materials to identify those behaviors that were assumed to be in students' repertoires prior to first grade. The 105 items are grouped in 10 subtests: Vocabulary, Color Naming, Classification, Functional Relationships, Visual Matching, Auditory Matching, Picture Arrangement, Symbol Series, Counting, and Verbal Concepts. The test was administered to 428 4-year-olds from impoverished neighborhoods, to 326 middle-class 4-year-olds from private nursery schools, and to 120 5-year-olds. Statistical analysis of the subtests showed the reliability of the total test score and the subtest scores to be very high. The compared test performances indicated that nondeprived children did better than deprived children; that kindergarten children did better than preschool children; and that girls did better than boys. Subtest intercorrelations were obtained for each of the subgroups. To determine the predictive validity, correlations were made among test results on this instrument given at the beginning

of kindergarten and on the Detroit IQ Test given at the end of kindergarten, the Metropolitan Readiness Test given at the beginning of first grade, and the Metropolitan Achievement Test at the end of first grade. Tables are included. (CM)

270. ED 028 046 RE 001 638
Tremonti, Joseph B.
Improving the Junior College Reading Programs.
Pub Date 68
Note--13p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.
Available from--National Reading Conference 1968 Yearbook.

Document Not Available from EDRS.

Descriptors--*Administrator Role, Inservice Teacher Education,
*Junior Colleges, Reading Material Selection, *Reading Programs, Reading Skills, Teachers

The administrator's role in establishing a sound junior college reading program is discussed. He is warned against the unthoughtful adoption of reading innovations, the hiring of unqualified teachers, and an inadequate supply of reading materials. Effective inservice training programs, a concerned reading committee, and adequate library facilities are recommended. Administrative enthusiasm for the reading program, close communication between the administration and teachers, and opportunities for professional growth are also emphasized. Administrators are urged to become acquainted with the methods of teaching reading and the various types of reading programs, materials, and techniques available; to provide consultant services and secretarial help for teachers; to supply the necessary reading materials and equipment; and to arrange for adequate teaching space and time. Effective administrative leadership is seen as resulting in a constant and enriched reading and learning atmosphere for junior college students. (RT)

271. ED 028 047 RE 001 639
Hultgren, Dayton Crewe, James
Athletic Department Reading and Study Skills Program--A Model in Search of Other Applications.
Pub Date Dec 68
Note--7p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.
Available from--1968 National Reading Conference Yearbook

Document Not Available from EDRS.

Descriptors--*Athletics, *College Programs, Corrective Reading, *Counseling Programs, Counseling Services, *Reading Improvement, Reading Skills, *Staff Role

A personnel services model program for the university student-athlete was developed 4 years ago by the Department of Intercollegiate Athletics and the Student Counseling Bureau of the University of Minnesota. The service is preventive in emphasis, developmental in philosophy, and individualized in operation. The reading and educational skills improvement phase of the program involves an evening study hall for regular course assignments, tutor-seminars in subject areas, and individual skills improvement practice sessions based on diagnostic testing. The position of Educational Skills Counselor was established to provide scholastic supervision and program advising during the day. As a certified psychologist, the counselor provides personal, vocational, and general psychological counseling. He also shares with other administrative and scholastic units of the University the supervision of each student-athlete's progress toward a degree and gathers and disseminates relevant information on problems, on educational and social growth, and on placement. The effectiveness of the program is evaluated in terms of student and faculty assessment of its worth, further implementation of this model, and student scholastic achievement. (Author/CM)

272. ED 028 048

RE 001 640

Abrams, Jules C.

Dyslexia - Single or Plural.

Pub Date Dec 68

Note--14p. Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.

Available from--1968 Yearbook of the National Reading Conference.

Document Not Available from EDRS.

Descriptors--Concept Formation, *Dyslexia, *Language Handicapped, Learning Difficulties, *Minimally Brain Injured, *Neurological Defects, *Neurologically Handicapped, Perception, Reading Failure, Verbal Development, Verbal Learning

A differential diagnosis of three types of severe reading disability cases is presented. The brain damaged-ego disturbed child suffers a defect in the central nervous system which makes it extremely difficult to develop such basic skills as perception, concept formation, and language. The specific brain injury cases,

classed as organic remedial, have a language impairment caused by an actual lesion to the occipital-parietal area of the brain. The classification functional remedial is used for those children without definite brain damage whose capacity to read is impaired by a disturbed pattern of neurological organization. The brain damaged-ego disturbed child is almost always hyperactive and hyperdistractible and has difficulty in making generalizations and manipulating verbal concepts. The organic and functional remedial children can function with normal behavior until they encounter a situation dealing specifically with interpreting reading material, at which time they may withdraw or act out frustrations aggressively. The verbal IQ is significantly higher than the performance IQ in the ego disturbed child, while the reverse is true for the organic and functional remedials. References are included. (CM)

273. ED 028 049

RE 001 641

Spache, George D.

College-Adult Reading--Past, Present and Future.

Pub Date Dec 68

Note--13p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.

Available from--1968 National Reading Conference Yearbook.

Document Not Available from EDRS.

Descriptors--*Adult Reading Programs, *College Programs, Computer Assisted Instruction, Counseling, Instructional Programs, Readability, *Reading Research, Reading Speed

College-adult reading research trends are discussed. The reading process; the influence of vision, perception, and personality; and program outcomes are noted as major trends of past studies, and a list of mistaken assumptions in these earlier studies is given. Present research shifts to the study of the role of both teacher and student personality and to the significance of the student's ambitions, self-concept, and self-expectations in relation to reading performance. Reflecting this trend is the denigration of the machine, the workbook, and mass instruction to minor roles. These are replaced by counseling-oriented and individualized reading programs. Intensive behavioral studies, closed circuit television, package materials, and computer-assisted instruction are seen as future college-adult reading research trends. References are included. (RT)

274. ED 028 050 RE 001 642

Berg, Paul Conrad

The Psychology of Reading Behavior.

Pub Date Dec 68

Note--15p.; Paper presented at National Reading Conference,
Los Angeles, Dec. 5-7, 1968.

Available from--1968 National Reading Conference Yearbook.

Document Not Available from EDRS.

Descriptors--*Models, Reading Comprehension, *Reading Processes,
*Reading Research, Reading Speed, Taxonomy, *Theories, Vocabulary

A brief review of reading research studies is presented, and the need for unifying reading theories is discussed. It is noted that speed training, comprehension skills, and vocabulary development compose the main areas of reading research and that most of the studies are taxonomic and do not give accurate explanations or allow for predictions and controls. An attempt to go beyond taxonomic theories and models to develop a theoretical position explaining reading behavior is recommended, and the need for uniting reading experts in an attempt to develop heuristic theories about the nature of adult reading is pointed out. A psychology of reading behavior is seen as the end result of such an attempt. References are included. (RT)

275. ED 028 051 RE 001 643

Rosen, Carl L.

The Status of School Vision Screening: A Review of Research
and Consideration of Some Selected Problems.

Pub Date 68

Note--12p.; Paper presented at National Reading Conference,
Los Angeles, Dec. 5-7, 1968.

Available from--National Reading Conference 1968 Yearbook.

Document Not Available from EDRS.

Descriptors--Clinical Diagnosis, *Referral, *Research Reviews
(Publications), *Screening Tests, Specialists, *Vision Tests

The current view of the multidimensional nature of learning difficulties includes visual difficulties as one contributing factor. Although many researchers decry the use of the Snellen Test as the sole screening device, this test is still the most commonly used vision screening instrument in our nation's schools. Findings of numerous studies comparing the accuracy of referral

of various screening instruments to the findings of trained visual examiners are summarized. In general, the higher the rate of correct referrals, the higher also is a battery's tendency to overrefer pupils. The lower the number of correct referrals, the higher the tendency for underreferrals. The stereoscopic visual screening devices appear to overrefer, while the Snellen Test and the Massachusetts Vision Test tend to underrefer. A Modified Clinic Technique, requiring trained examiners and some technical equipment, has been identified as the most effective method in screening pupils for referral. Some factors influencing accuracy of referral are summarized. Commentaries on the general status of school visual screening programs are most often negative, and improvements are slow in coming. A bibliography is included. (CM)

276. ED 028 052 RE 001 644
Roeder, Harold H.
A Comparison Between the Leisure Reading Habits of Female Teachers and Other Women of the Same Social Status.
Pub Date 68
Note--12p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.
Available from--National Reading Conference 1968 Yearbook.

Document Not Available from EDRS.

Descriptors--Academic Achievement, Attitudes, Books, *Comparative Analysis, Cultural Background, Demography, *Females, Periodicals, *Reading Habits, *Recreational Reading, *Women Teachers

A comparative study of the quantitative leisure reading habits of 85 female public school teachers and a group of 95 women similar to the teachers in demographic and sociological respects is presented. Several relationships were statistically significant at the .01 level as indicated by the Chi Square test of association. A significant relationship existed between the number of books and magazines read by adult females and their occupations. Teachers read more books than nonteachers, and teachers in their twenties read more books than older teachers. Teachers with 1-9 years of experience read more books than teachers with 10 or more years. Among all respondents, education was a major determinant of the number of books read. The study concluded that the teachers and nonteachers were not active in the wider reaches of literate pursuits and that the vast majority of children have little contact with enthusiastic, adult readers. References are included. (RT)

277. ED 028 053 RE 001 645

Dulin, Kenneth L.

Readability Levels of Adult Magazine Material.

Pub Date 68

Note--10p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.

Available from--National Reading Conference 1968 Yearbook.

Document Not Available from EDRS.

Descriptors--Adult Reading Programs, *Measurement, *Readability, *Reading Level, *Reading Materials, Secondary Schools

The readability levels of 15 popular magazines were determined by applying the Flesch, Farr-Jenkins-Paterson, Gunning, and Fry readability formulas to lead articles of each. Average grade levels found were 13, 14, 12.2, and 10.9. Probability inter-correlations between the easy-to-difficult rankings yielded by the four formulas were all significant at the .01 level. It was concluded that difficulty levels of popular magazines have risen over the years and that magazines can be included within the content of secondary and college-adult reading programs. Readability and intercorrelation tables along with references are included. (Author/RT)

278. ED 028 054 RE 001 646

Briggs, F. Allen

'Grammatical Sense' As a Factor in Reading Comprehension.

Pub Date Dec 68

Note--8p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-7, 1968.

Available from--1968 Yearbook of the National Reading Conference.

Document Not Available from EDRS.

Descriptors--Kernel Sentences, Linguistics, Oral Communication, *Reading Comprehension, Sentence Structure, *Syntax, *Transformation Generative Grammar, *Transformations (Language), Transformation Theory (Language)

The function of syntax as a factor in comprehension is described in terms of transformations of basic sentence patterns. Examples of transformations of the basic indirect object sentence are included to show emphasis, questions, negations, and coordinate or subordinate relationships. The term grammeme is defined as the minimum unit of syntactical significance used in communication. It is recommended that these syntactical patterns and the accompanying concepts they convey, along with semantic

understanding of morphemes, be taught as part of reading instruction. (CM)

279. ED 028 055 RE 001 648

Summers, Edward G., Comp.
Recent Doctoral Dissertation Research in Reading, Supplement 1.
ERIC/CRIER Reading Review Series, Volume 2, Bibliography 14.
Indiana Univ., Bloomington. ERIC Clearinghouse on Reading.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Pub Date Mar 69
Note--178p.

EDRS Price MF-\$0.75 HC-\$9.00

Descriptors--Adult Programs, *Annotated Bibliographies, *Bibliographies, Colleges, *Doctoral Theses, Elementary Schools, Preschool Programs, *Reading Research, Secondary Schools

A listing of 344 dissertations completed in colleges and universities since 1966 in the areas of preschool, elementary, secondary, college, and adult reading is reported. Volumes 27 and 28 of "Dissertation Abstracts" were reviewed, and dissertations on reading were noted. A comprehensive, analytical abstract was prepared by professionals in reading who worked from the summary reported for each dissertation. As much as possible of the procedures, design, and conclusions of each investigation was included in the abstract. Each entry includes complete bibliographic data and information for ordering copies. Copies of any dissertation listed in the bibliography may be ordered from University Microfilms, Ann Arbor, Michigan, in positive microfilm or bound xerographic form. (CM)

280. ED 028 892 RE 001 647

Adams, Effie Kaye
Reading Interests of Unrwa Students in Lebanon.
Pub Date Dec 68
Note--16p.; Paper presented at National Reading Conference, Los Angeles, Dec. 5-8, 1968.
Available from--1968 National Reading Conference Yearbook.

Document Not Available from EDRS.

Descriptors--*Arabic, *Attitudes, *Books, Cultural Factors, Foreign Culture, *Political Influences, *Reading Interests

A reading attitude and interest inventory consisting of 10 questions was administered to more than 300 male students in preparatory classes in two schools at Saida, Lebanon, and in the Siblin Teaching Training Institute nearby. The students were refugees from Palestine who were offered free schooling through the United Nations Relief and Works Agency. Questions included the following: Do you enjoy reading? How much time do you spend in free reading? What titles have you recently read? The preparatory students preferred political and religious nonfiction and fiction stories with a moral, while teacher trainees preferred politics, history, and romance. All of the preparatory students and all but 10 of the teacher trainees liked to read and own books, although in many cases books were left in their former homes. Little access to library services was available. Implications about the relationship of these responses to the political and social conditions of this group are drawn. Tables and references are included. (CM)

281. ED 028 893 RE 001 694
An Inventory of Reading Attitude. Improving Reading Instruction,
Monograph 4.
San Diego County Dept. of Education, Calif.
Pub Date Nov 61
Note--23p.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors--*Attitude Tests, Classroom Research, *Elementary School Students, Group Counseling, Individual Counseling, In-service Teacher Education, Parent Conferences, *Reading, *Reading Interests, *Reading Tests, Student Attitudes

The San Diego County Inventory of Reading Attitude was developed as part of a reading study project in 1959-60 comparing three approaches to reading instruction. The 114 items on the original instrument were item analyzed, and the 25 most discriminating items are included in the revised form. Data for standardization are presented for 381 primary-grade students and for 376 intermediate-grade students in San Diego, California. Tables report the norms as expressed in stanines. Teacher judgment of reading attitudes of the three students with poorest reading attitudes and the three students with best reading attitudes in each classroom are compared with inventory scores. The difference between the two groups was found to be significant well beyond the 1 percent level of confidence when independent teacher judgment of reading attitude was used as the validity criterion. Uses of the inventory discussed

include group counseling, individual counseling, classroom research, inservice education, and parental conferencing. A copy of the inventory and an answer key are included. (CM)

282. ED 028 894 RE 001 696
Communication Skills Center Project; Detroit, Michigan. It Works.
Spons Agency--Office of Education (DHEW), Washington, D. C. Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D. C. Div. of Compensatory Education.
Report No--OE-37039
Pub Date 1967
Note--17p.
Available from--Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (OE-37039, \$.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors--*Compensatory Education Programs, *Educationally Disadvantaged, Elementary Education, Negro Students, Reading Achievement, *Reading Centers, Reading Clinics, *Remedial Reading Programs, Secondary Education, *Skill Centers

The Communication Skills Center Project (CSC) in Detroit, Michigan, a Title I project, provided remedial reading services to 2,845 educationally disadvantaged children (80 to 85 percent Negro) in grades 2 through 12 during 1966-67. The facilities included six communication skills centers, three serving elementary and junior high school students and three serving high school students; one reading development center, including a diagnostic reading clinic and a methods and materials development laboratory; and 14 supplementary CSC classrooms. The measurement of reading achievement gains was based on pretest and post-test results using various appropriate levels of the California Reading Test and the Stanford Reading Test. Social-psychological adjustment was also evaluated. Students were organized into very low, low, and normal categories according to aptitude test scores. The findings indicated that, in general, at all school levels pupils of low and very low scholastic aptitude made significant gains in reading achievement to justify their selection. Greater rates of comprehension gain than would be expected of normal achieving pupils were noted for all three aptitude levels for all age groups except for the very low aptitude elementary subgroup. References are indicated. (CM)

283. ED 028 895 RE 001 697
Elementary Reading Centers; Milwaukee, Wisconsin. It Works.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D. C. Div. of Compensatory Education.
Report No--OE-37031
Pub Date 1969
Note--13p.
Available from--Superintendent of Documents, U. S. Government
Printing Office, Washington, D. C. 20402 (OE-37031, \$.20)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors--*Disadvantaged Youth, Evaluation, *Intermediate Grades, Methodology, *Reading Centers, Reading Materials, *Remedial Reading

In 15 Milwaukee, Wisconsin, reading centers disadvantaged children from grades 4 through 8 received remedial reading instruction and wide reading opportunities through small group instruction. Students remained in the program for varying periods, ranging from a few weeks to 7 months. A diagnostic approach was used to identify the specific needs of each pupil. Activities, materials, and equipment used to meet these needs are listed. Evaluation consisted of administering the California Reading Test (silent reading) and the Wide Range Achievement Test (oral reading). The educational and experiential backgrounds and the responsibilities of the personnel involved in the program are presented. Additional evaluation indexes, modifications and suggestions, and budgetary information are included. References are noted. (RT)

284. ED 028 896 RE 001 698
Homework Helper Program, New York City. It Works.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D. C. Div. of Compensatory Education.
Report No--OE-37025
Pub Date 1969
Note--22p.
Available from--Superintendent of Documents, U. S. Government
Printing Office, Washington, D. C. 20402 (OE-37025, \$.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors--*After School Tutoring, *Compensatory Education Programs, *Elementary Education, Homework, Low Income Groups,

Master Teachers, Minority Groups, Reading, *Study Centers

An after-school tutorial program in which high school students assisted failing elementary school children with reading and homework 2-4 hours a week is described. The children, grades 3-6, were from low-income families, many from minority groups, and were taught in nine centers staffed by a master teacher and several tutors. The program began in February 1963 and operated in summer as well as during the school year until 1967. Evaluation of the 1963-64 school year compared 410 pupils with 185 control pupils on the basis of scores on the New York Tests of Growth in Reading, Level C, Form 1. Those pupils who were tutored 4 hours a week made significant gains over the control group, but the complete experimental group did not differ significantly from the control group. The 240 tutors, tested with alternate forms of the Advanced Level of the Iowa Silent Reading Tests, averaged 3-4 years of reading achievement gain. Analyses of classroom grades, pupil attitudes, tutorial academic averages, and tutorial attitudes were not conclusive. Total cost of the program for the 1963-64 school year was \$151,700. (MD)

285. ED 028 897

RE 001 699

Intensive Reading Instructional Teams, Hartford, Connecticut.
It Works.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D. C. Div. of Compensatory Education.

Report No--OE-37038

Pub Date 697

Note--18p.

Available from--Superintendent of Documents, U. S. Government
Printing Office, Washington, D. C. 20402 (OE-37038, \$.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors--*Disadvantaged Youth, *Elementary Grades, Individual Reading, Phonics, Reading Comprehension, *Reading Improvement, Reading Skills, Teacher Developed Materials, Vocabulary

Inner-city Hartford, Connecticut, children reading below grade level but having potential for growth in reading were given a 10-week comprehensive program of reading instruction conducted by three Intensive Reading Instructional Teams (IRIT's). Groups of 15 pupils attended the half-day sessions, moving from teacher to teacher at 1-hour intervals and receiving instruction in three areas: (1) phonics and word attack skills, (2) basal reading

program, stressing vocabulary and comprehension, and (3) individualized reading. Part of the children's work included writing stories and poems. These, along with teacher-made exercises, have been collected into booklet form by the Hartford Schools for use by other teachers. In the 3 years of the program, children from grades 3 to 6 have been included. The 1967-68 group contained 500 children, mostly from grades 4 and 5. Pre-testing and post-testing, using various forms of the California Reading Achievement Test, showed significant gains in vocabulary, comprehension, and total reading achievement. Studies of measured intelligence, using Lorge-Thorndike Intelligence Tests, showed no significant gains. Followup studies, 7 months into the school year following IRIT, showed that reading scores were being maintained or improved upon in a regular classroom setting. References are included. (MD)

286. ED 028 898

RE 001 700

Junior High Summer Institutes, New York City. It Works.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Elementary and Secondary Education; Office of
Education (DHEW), Washington, D. C. Div. of Compensatory
Education.

Report No--OE-37026

Pub Date 1967

Note--19p.

Available from--Superintendent of Documents, U. S. Government
Printing Office, Washington, D. C. 20402 (OE-37026, \$.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors--*Compensatory Education Programs, Guidance
Personnel, *Junior High Schools, Library Services, Reading
Skills, Remedial Mathematics, *Remedial Programs, School
Personnel, *Summer Institutes, Teacher Aides

A summer program designed for sixth, seventh, and eighth graders recommended as needing remediation or repetition met for three consecutive 90-minute sessions daily for 50 weeks. Regular school personnel staffed the 11 New York City schools designated as Summer Institutes and were assisted by guidance counselors and educational aides. Small classes and special services, including library services, were provided. Pretesting and post-testing were done with alternate forms of the Metropolitan Achievement Battery. For reading instruction students were grouped into basic and intensive reading programs according to pretest reading levels. They worked within a tightly structured curriculum emphasizing reading skills and mechanics. Emphasis in mathematics classes was on repetition

of grades failed, with students grouped according to the grade they failed. Other subjects taught were English, foreign languages, sciences, and social studies. Some Institutes also offered subjects of a vocational nature. Results of a 1967 evaluation of six of the schools showed an average gain in reading of .3 year and an average gain in mathematics of .5 year. Attitudes and opinions of both staff and students concerning the program were favorable. References are included.
(MD)

287. ED 028 899 RE 001 701
Programmed Tutorial Reading Project, Indianapolis, Indiana.
It Works.

Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D. C. Div. of Compensatory Education.

Report No--OE-37029

Pub Date 69

Note--15p.

Available from--Superintendent of Documents, U. S. Government
Printing Office, Washington, D. C. 20402 (OE-37029, \$.20)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors--*Compensatory Education Programs, *Disadvantaged Youth, *Grade 1, Individual Instruction, Nonprofessional Personnel, *Programed Tutoring, Reading, *Remedial Programs, Volunteers

First-grade Negroes and Caucasians from deteriorated city-center areas were tutored in reading by paraprofessional tutors whose behavior was tightly programed. The project was developed through several years of experimentation by Indiana University before being initiated in the Indianapolis Schools in 1965. Children were given 15-minute sessions with individual tutors during which they were asked to perform certain reading tasks. Tutors, referring to a master list of tasks and responses, indicated the correctness or incorrectness of the children's responses with short statements. Although the project has continued through 1968, the best evaluation of the program was made in 1965. It compared programed tutoring once a day for 15 minutes with programed tutoring twice a day and with one and two daily sessions of a more traditional directed tutoring. Of these, only programed tutoring twice a day was statistically superior to its control. References are included.
(MD)

288. ED 028 900

RE 001 702

School and Home Program, Flint, Michigan.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Bureau of Elementary and Secondary Education; Office of Education (DHEW), Washington, D. C. Div. of Compensatory Education.

Report No--OE-37023

Pub Date 697

Note--18p.

Available from--Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (OE-37023, \$.25)

EDRS Price MF-\$0.25 HC Not Available from EDRS.

Descriptors--Disadvantaged Youth, Elementary School Students, *Experimental Programs, Low Income Groups, *Negro Youth, Reading, *School Community Programs, Underachievers

An experimental program in Flint, Michigan, was designed to raise the academic level of underachieving children by involving their parents in the daily reading exercises and study habits of their children. Children were given materials including booklets made from old basal readers and file boxes for word cards. Parents were given instruction in helping children use these materials and suggestions for preparing children for school. Reading aloud to children was encouraged. The children involved in the program were Negro, primarily from low-income families where the parents had only limited educational backgrounds. Two elementary schools participated during 1961-62, with a total of 1,100 children in grades K-6. The Gates Reading Tests were used as pretests and post-tests to measure the effectiveness of the program and to compare children in it with a control group made up of children in another elementary school. Greater gains in vocabulary than in comprehension were noted in all groups, with children in the two experimental groups showing significantly greater gains than those in the control group. Parents who were surveyed regarding the program were enthusiastic about their own involvement and about their children's progress. References are included. (MD)

289. ED 028 901

RE 001 703

Bormuth, John R.

The Effectiveness of Current Procedures for Teaching Reading Comprehension.

Pub Date 30 Nov 68

Note--15p.; Paper presented at National Council of Teachers of English meeting, Milwaukee, Wisc., Nov. 30, 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--*Cloze Procedure, *Content Reading, Elementary Grades, *Readability, *Reading Comprehension, Reading Materials, Secondary Grades, Sentence Structure, *Syntax

Procedures and findings of three reading comprehension studies are reported. The first study compared cloze readability test scores for 130 pairs of students (grade 3 through college) with scores indicating the information gained from reading. Students gained little or no information when they could not answer more than 25 percent of the cloze test items, but when they could answer as many as 35 percent, they were able to gain approximately as much information as students with greater reading ability. The second study determined the reading achievement grade placement scores of students who could answer 35 percent of the items on cloze readability tests made from subject matter area materials used at various school levels. The mean grade level at which students could read 35 percent of the items was 7.6 for primary-grade materials, 8.6 for intermediate, 9.4 for junior high school, and 10.4 for high school. The third study tested 240 students' understanding of simple factual information signaled by structures commonly found in written language. Almost one-fourth of the children were unable to comprehend one-half of the easiest sets of structures tested, and only 58 percent could use between-sentence syntax to comprehend. Tables and references are included. (CM)

290. ED 028 902 RE 001 704
Bormuth, John R. And Others
Children's Comprehension of Between and Within Sentence Syntactic Structures.
Pub Date Feb 69
Note--15p.; Paper presented at American Educational Research Association conference, Los Angeles, Feb. 5-8, 1969.
EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--*Grade 4, Questioning Techniques, *Reading Comprehension, *Sentence Structure, *Syntax

Three broad categories of comprehension skills (sentence, anaphora, and intersentence syntax) were divided into a total of 55 separate skills. Two different sentences or sentence pairs were written to incorporate each of the structures studied, and a four- or five-sentence paragraph was then written to incorporate each of these. Four question types (rote, transform, semantic substitute, and compound) were used to test comprehension of the structures; therefore, four test forms using these different

question types were made for each paragraph. The subjects, fourth graders from an inner city, a suburban, and a rural school, were randomly divided so that 60 students responded to each question. The mean percentage of the students correctly answering the sentence comprehension questions was 73 percent; the anaphora comprehension questions, 77 percent; and the intersentence questions, 58 percent. The structures identified seemed to represent homogenous classes of behavior since the variation between questions measuring different skills was significantly greater than the variation between items measuring the same skill. The fact that the structures and question types differed significantly in difficulty was also taken as evidence that many of these skills may be hierarchically related. Tables and references are included. (CM)

291. ED 028 903 RE 001 705
 Box, Gloria Cady, Dorothy
 Remedial Teaching of Reading in Selected Junior Secondary Schools
 in Jamaica: An Action Research Study.
 West Indies Univ., Mona, Kingston, Jamaica.
 Pub Date Sep 68
 Note--65p.

EDRS Price MF-\$0.50 HC-\$3.35

Descriptors--Diagnostic Teaching, *Grade 7, Inservice Education,
 Reading Skills, Reading Tests, *Remedial Reading, Teacher
 Seminars

Misconceptions regarding the reading abilities of Kingston, Jamaica, junior high school students are discussed. Preliminary planning procedures, details of the operational plan for the project classes, and a description of diagnostic studies, methods, and materials used are presented. Particular problems encountered; summaries of results and conclusions; and recommendations for classroom organization, for methods of teaching reading to junior high school students, and for materials are included. The problem of reading retardation in Jamaica is seen as caused primarily by the lack of teachers trained to teach reading at all levels. Charts and tables are included. (RT)

292. ED 028 904 RE 001 706
 Chall, Jeanne
 Research in Linguistics and Reading Instruction: Implications
 for Further Research and Practice.
 Pub Date Apr 68

Note--23p.; Paper presented at International Reading Association conference, Boston, Apr. 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.25

Descriptors--Applied Linguistics, *Beginning Reading, Context Clues, Descriptive Linguistics, *Language Research, Negro Dialects, *Reading Research, *Structural Linguistics, *Syntax, Word Recognition

Various trends in linguistics research as they are currently applied to reading instruction are described. The rationale of both Bloomfield and Fries stressing the alphabetic principle of sound-letter correspondence is evaluated, and research comparing the effectiveness of applying this principle with other approaches to beginning reading is presented. The studies of Chomsky and Halle stressing a deeper phonological explanation for the relationships between the sounds and spelling of English suggest that the traditional spelling of a word can give, in addition to the sound of a word, syntactic and semantic clues. Several studies analyze oral reading errors of beginning readers at various linguistic levels, including morphological structure, syntactic acceptability and semantic appropriateness in the sentence and the entire passage. Generally, very high use of context is found. Biemiller notes three phases of errors in which first graders moved in a fairly regular progression from heavy reliance on context, to nonresponse strategy, to greater flexibility in word identification strategies. Labov's studies of Negro speech are summarized, and implications for adjusting reading instruction are pointed out. The influence of linguistics research on college and adult reading is also discussed briefly. A bibliography is included. (CM)

293. ED 028 905

RE 001 707

Courtney, Brother Leonard, Ed.

The Use of Theoretical Models in Reading. Highlights of the 1965 Pre-Convention Institutes.

International Reading Association, Newark, Delaware.

Pub Date May 65

Note--135p.

Available from--International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 (\$1.00 to members, \$1.25 to nonmembers).

Document Not Available from EDRS.

Descriptors--*Learning Theories, *Models, Motivation, *Reading, Reading Research, *Scientific Methodology, *Theories, Vocabulary

Identifiers--General Open Systems Theory, Integrated Functional Learning Theory, Substrata Factor Theory

Three papers are presented, and each is followed by two reactions. The first paper presents methods of dealing with questions about the conduct of scientific theorizing. The theory-models approach is explained as a mode for conducting part of the theory construction tasks required in the complete act of scientific inquiry. In the second paper a summary of research on reading acquisition is presented to demonstrate the importance of integrated-functional learning theory in dealing with human behavior. The third paper presents fundamental postulates common to the General Open Systems Theory and the Substrata-Factor Theory. Hierarchical working systems are noted for content areas. The sequential proration technique is seen as possibly providing a basis for determining the extent of a particular subsystem's impact on the suprasystem. Diagrams and references are included. (RT)

294. ED 028 906

RE 001 708

Covell, Harold

The New Look in Secondary School Reading Programs.

Pub Date Nov 68

Note--15p.; Paper presented at National Council of Teachers of English meeting, Milwaukee, Nov. 25-30, 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--Content Reading, Critical Reading, *Educational Trends, *High School Curriculum, Individualized Reading, Linguistics, Literature, Mass Media, *Reading Instruction, *Secondary Education

The new look in education has changed from the old quantity concept of textbook orientation to a quality concept of individual education. Applied to secondary school reading programs, this new look has nine facets. (1) Growth in reading must be a lifelong process facilitated by carefully planned teaching at all grade levels. (2) Reading is now, and must continue to be, accepted as one of the language arts and be written as such in curriculum building. (3) The structure of reading instruction, its scope and sequence, must be founded on an understanding of the nature of the symbolic process and the linguistic principles of our language. (4) Attention must be given to the adjustment of reading instruction to individual differences. (5) Teachers must accept a special responsibility for developing critical reading and thinking. (6) Reading material as part of the mass media must be considered an indispensable adjunct to the other mass media. (7) Reading programs based on student needs should

place heavy emphasis on literature. (8) The reading program at the secondary level should be a balanced one. (9) The basic reading period and the selections used for basic reading must assume even greater importance in the new look in reading programs than they did in the past. References are listed. (MD)

295. ED 028 907

RE 001 710

Goudey, Charles E.

A Comparison of Children's Reading Performance Under Directed and Non-Directed Conditions.

Pub Date Apr 68

Note--5p.; Paper presented at International Reading Association conference, Boston, Mass., Apr. 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors--*Grade 4, *Instructional Design, Interpretive Reading, Reading Achievement, *Reading Comprehension, *Reading Instruction

Children's reading performances under directed and nondirected conditions were compared in the case of 300 fourth-grade suburban students. Subjects were divided into high, middle, and low achievement groups of 100 each, and each group was subdivided into experimental and control groups. The directed conditions experimental group read the questions to be answered before reading the selection, and the nondirected reading control group had the regular format of the reading comprehension test in which the questions followed the paragraph. The Bond, Balow, Hoyt New Developmental Reading Test--Intermediate Level was used. On the Reading for Information subtest the nondirected control group scored significantly better than did the experimental group; however, that difference was only 3 months on a grade equivalent basis. This was true for all achievement groups. On the Reading for Appreciation subtest there were no significant differences between the experimental and control groups on either of the subtests used, but there were significant differences between the achievement groups of both subtests. It is suggested that further research be done on the efficacy of prior questions to direct pupils' reading for comprehension. (CM)

296. ED 028 908

RE 001 711

Kaufman, Maurice

Sullivan Programmed Reading at Burgess Elementary School, Sturbridge, Massachusetts.

Massachusetts State Dept. of Education, Boston.

Pub Date 68

Note--56p.

EDRS Price MF-\$0.25 HC-\$2.90

Descriptors--*Basic Reading, *Beginning Reading, Grade 1, Grade 2, *Programed Instruction, Programed Materials, *Reading Instruction, Reading Research

One class of first graders used Sullivan's Programmed Reading for the 1966 school year and continued in the program through the second grade. The first-grade teacher used the program again with her 1967 class. An evaluation was conducted of the use of programed reading for these two groups as compared with the use of Scott, Foresman's basal readers for other first- and second-grade classes in the same school. The structure and rationale of programed reading are described, as well as its introduction and execution in this school. To obtain data for evaluation school personnel were interviewed, test data were tabulated, and children were interviewed and informally tested. The data were not analyzed by means of statistical tests. The advantages of programed reading over the basal reader included greater independence in individual work, a wider range of materials in use, and greater quality and quantity of written work. Suggestions for correcting the limitations observed in programed reading included providing more oral reading activities, substituting small-group skill practice for whole-class skill teaching, and providing closer supervision to assure growth in word recognition and comprehension. Appended are a review of programed reading from the Harvard Office of Programmed Instruction, reviews of related research, tables of pupil data, and references. (CM)

297. ED 028 909

RE 001 713

Kling, Martin

Power of Reading Through Interfacilitation and the Content Areas.

Pub Date 66

Note--10p.

Available from--Fifteenth Yearbook of the National Reading Conference, 1966, New Frontiers in College-Adult Reading.

Document Not Available from EDRS.

Descriptors--College Curriculum, *Content Reading, English Literature, *Historical Reviews, *Models, Reading Comprehension,

*Reading Research, Research Opportunities, *Research Reviews
(Publications)

Identifiers--Substrata Factor Theory

Four stages of development emerging from a review of the history and the research in the content areas are noted: (1) 300 years with little change in the basis for selecting the curriculum content, (2) a call for research during World War I, (3) study groups airing ideas about subject-matter organization in the 1920's and 1930's, and (4) the beginning of empirical studies in the 1940's. Holmes' Substrata-Factor Theory emphasizing the dynamics of the cognitive process is viewed as the fifth stage of development. Key theoretical concepts from the theory as they apply to the content areas are developed. Findings stimulated by the theory are reported and illustrated by two schematic diagrams of the subfactors involved in Power in Reading and English Literature. Implications for further research and teaching are listed, and references are included. (RT)

298. ED 028 910

RE 001 714

Klosterman, Sister Laurietta

The Effectiveness of a Diagnostically Structured Reading Program
for Fourth Grade Pupils Using Students Majoring in Elementary
Education as Tutors.

Dayton Univ., Ohio.

Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.

Bureau No--BR-7-E-127

Pub Date Sep 68

Grant--OEG-O-8-00127-0212-010

Note--127p.

EDRS Price MF-\$0.50 HC-\$6.45

Descriptors--Diagnostic Teaching, *Grade 4, Preservice Education,
Reading Achievement, Reading Comprehension, *Reading Instruction,
*Reading Research, *Tutorial Programs, Vocabulary

During a 6-month period, 90 fourth-grade pupils were tutored in reading by elementary education majors as part of their regular classroom instruction. Work was done individually or in small groups 4 days weekly for 0 hour per tutoring session, and all materials used were on each child's instructional reading level. A control group of 90 pupils received the regular classroom instruction only. The study concluded through one-way analysis of variance that tutoring significantly increased the gains in vocabulary, comprehension, and total reading achievement for the

combined tutored groups. Individualized tutoring proved more effective than small group tutoring. The program was also considered valuable for teacher education. Weekly progress reports, views of tutoring, samples of diagnostic and evaluative reports, and materials used for tutoring are presented in appendixes. References are included. (RT)

299. ED 028 911 RE 001 715
Lerner, Janet W.
Dyslexia or Reading Disability: A Thorne By Any Name.
Pub Date Mar 69
Note--12p.; Paper presented at Association for Children with Learning Disabilities, Fort Worth, March 6-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors--Developmental Reading, *Dyslexia, *Educational Research, Historical Reviews, *Medical Evaluation, Neurological Defects, Reading Difficulty

Through a review of the literature, diverse definitions of the term "dyslexia" are presented, and the historical development of the term is looked at. Two independent strands of thought development--medical and educational--are revealed. Medical studies have sought for a common behavior pattern of all dyslexic children and for clear-cut evidence of neurological etiology. Conclusive evidence from both a statistical and pathological standpoint is still lacking. Educators tend to reject the theory of neurological dysfunction as a sole cause for reading failure. In contrast, they emphasize the developmental sequence of reading skills and search for the child's break on the developmental reading pattern. They see the diagnosis of dyslexia as lacking operationality in that it does not lead to appropriate teaching strategies. The medically oriented clinician is likely to focus on the disabled child and emphasize individual treatment, while the educator is likely to devote a portion of his time to the developmental reading program of the entire school in seeking preventative measures. The study concludes that a need exists for a pooling of thought and research from both the educational and medical professions. A bibliography is included. (RT)

300. ED 028 912 RE 001 717
McKenna, Eleanor
Utilization of Para-Professional Personnel in Corrective Reading.
Hammond School City, Ind.

Pub Date Jan 69
Note--20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors--*Corrective Reading, Experimental Programs, *Middle Schools, Parent Participation, Reading Instruction, *Teacher Aides, Training Techniques

A middle school corrective reading program utilizing paraprofessionals is described. From more than 100 applications, 24 individuals were selected to participate in the paraprofessional training program which considered the following areas of instruction: psychology, rapport, ethics, audiovisual aids, motivation, sequential reading skills, and practical experience. It lasted 6 weeks and was supplemented by weekly 2-hour inservice training programs throughout the school year. Five middle schools in Hammond, Indiana, were selected to participate in the experimental Title III/ESEA project. Each school was assigned four paraprofessionals who provided corrective reading instruction and content area tutoring to 40 pupils--10 per paraprofessional. One director and three reading specialists performed diagnostic and supervisory functions. Pupils participating in the experimental and control groups were selected from those pupils referred by the classroom teacher for corrective reading aid. Parental involvement was encouraged through meetings and individual conferences. No conclusions regarding the worth of the project could be made, although most administrators, teachers, and parents were favorable toward it. (RT)

301. ED 028 913

RE 001 718

Ohrmacht, Dorothy C.

The Effects of Letter Knowledge on Achievement in Reading in the First Grade.

Pub Date 7 Feb 69

Note--14p.; Paper presented at American Educational Research Association conference, Los Angeles, Feb. 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--*Beginning Reading, *Grade 1, Intelligence Level, *Phonics, Reading Comprehension, *Reading Instruction, Reading Readiness, *Sight Method, Word Recognition

Two hundred and eight first graders were assigned to one of three treatment groups. Treatment A received initial instruction in letter names followed by sight words; treatment B received

initial instruction in letter names and sounds followed by sight words; and treatment C received initial instruction in sight words followed by letter names and sounds. The time spent and the materials used in reading instruction outside the experimental situation were held constant for all three treatment groups. Pretesting measures included the Murphy-Durrell Reading Readiness Analysis, subtests of the Metropolitan Readiness Test, and the Lorge-Thorndike Intelligence Tests, Level I, Form B, Primary. Post-testing after 18 weeks included the word knowledge, word discrimination, and reading subtests of the Metropolitan Achievement Test, Form C, Primary I Battery. Statistically significant differences favored treatment group B over both treatments A and C in word knowledge and word discrimination. Differences were significant in favor of both B and C over A in comprehension, but no significant differences were found between B and C. Children of below-average readiness benefited in treatment A in word perception only, while children of average readiness benefited most from treatment B for all three criteria. Tables are included. (CM)

302. ED 028 914 RE 001 720
 Poulos, Nicholis
 Negro Attitudes Toward Pictures for Junior High School Social Studies Textbooks.
 Pub Date 6 Feb 69
 Note--6p.; Paper presented at American Educational Research Association conference, Los Angeles, Feb. 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors--Cultural Factors, *Negro Attitudes, *Negro History, *Parent Attitudes, *Pictorial Stimuli, Racial Factors, Social Studies, Textbook Content

Three hundred and twenty-six Detroit-area Negro parents belonging to parent-teacher organizations were used to determine attitudes toward pictures of Negro personalities and events which might be included in junior high school social studies texts. Fifty-five captioned slides, divided into periods of slavery, emancipation, and twentieth century, were shown. Parents rated these as favorable or unfavorable. Results of Chi-square, t-test, and analysis of variance procedures showed that 78 percent of the illustrations were approved by a majority of the respondents, and none were disapproved by a majority. Most favored pictures were of Martin Luther King, Booker T. Washington, Frederick Douglass, Joe Louis, and W.E.B. DuBois. Least favorable were depictions of Malcolm X, slave labor, and children playing in a city slum.

Certain factors in the backgrounds of the respondents had significant bearing on attitudes toward the pictures. Males reacted more favorably than females; those of higher occupational or educational levels, more favorably than those of lower levels; and members of community organizations, more favorably than those with little participation. (MD)

303. ED 028 915

RE 001 722

Schubert, Delwyn G.

Diagnosis in Severe Reading Disability.

Pub Date Apr 68

Note--12p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors--Diagnostic Tests, Dyslexia, Lateral Dominance,
*Neurological Defects, *Reading Failure, Theories

The relationship between neurological impairment or brain damage and severe reading disability is investigated. Symptoms and causes of neurological impairment are listed, and reading disability theories are discussed. Smith and Carrigan offer a neurochemical explanation of reading disability based on synaptic transmission problems. Orton, Dearborn, and Delacato point to a relationship between reading disability and lateral dominance. However, the paper quickly notes that none of the mentioned theories have been supported by empirical data. Some helpful psychological tests for the identification of neurological defects are listed. It is pointed out that there is no sure way to diagnose neurological causes and that teachers must rely primarily on a pattern of symptoms when making neurological referrals. General labels such as "dyslexia" and "congenital word blindness" are seen as confusing the issue and as creating a matter of concern. A bibliography is included. (RT)

304. ED 028 916

RE 001 724

Simison, Diane

Recall of Base and Surface Forms of Sentences.

Pub Date 6 Feb 69

Note--10p.; Paper presented at American Educational Research Association conference, Los Angeles, Feb. 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--*Language Research, *Linguistics, Sentence Structure, Structural Grammar, Surface Structure

Memory and storage for base and surface sentence forms were compared by examining memory for these kinds of sentences. It was hypothesized that a subject hearing a sentence transforms it to its base form, stores it in this form, and recalls it, again transforming it, in its surface form. Thirty undergraduate educational psychology students, divided randomly into two groups, heard 50 taped sentences, each followed by a list of eight unrelated words. Half of the sentences were in base form; half, in surface. After they heard each sentence and its list of words, a buzzer signaled them to repeat the sentence and a second buzzer signaled them to repeat the wordlist. They were given unlimited time for recall. Mean number of words recalled did not differ significantly for groups or for structure or type. Significantly greater numbers of errors were made by subjects when attempting to recall the surface structure form than when attempting to recall the base form. Duncan multiple range test showed that some sentence types (SVO+VO and SVO+O) were more difficult to recall than other types but that they were not significantly different from one another. Group 2 made relatively more errors on surface forms than did group 1. It was concluded that grammatical structure appears to influence the three processes (decoding, storage, and encoding) of sentence recall. References are included. (MD)

305. ED 028 917

RE 001 725

Wiseman, Douglas E.

Classroom Application of a Language Remediation Program.

Pub Date Mar 69

Note--6p.; Paper presented at Association for Children with Learning Disabilities conference, Fort Worth, March 6-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors--Auditory Perception, *Language Programs, *Language Tests, *Psycholinguistics, Verbal Ability, Visual Perception

Identifiers--Illinois Test of Psycholinguistic Abilities

Definitions and specific breakdowns of four (auditory reception, visual sequential memory, verbal expression, and auditory closure) of the 12 language areas of the new Illinois Test of Psycholinguistic Abilities (ITPA) are presented. Auditory reception is defined as the ability to understand the meaning of materials or stimuli that are heard and includes abilities ranging from discrimination of noises to comprehension or interpretation of ideas

presented at a high conceptual level. Visual sequential memory is viewed as the ability to recognize and/or recall stimuli presented sequentially and visually. Verbal expression is seen as the ability to express ideas through words encompassing verbal functions such as imitating words or sentences, describing an object, and carrying on a conversation. Auditory closure is defined as the ability to identify a word when only segments of the word are presented. Basic remedial strategies for training each area and examples of specific teaching activities are included. (RT)

306. ED 029 750 RE 001 424
Whipple, Gertrude
Practical Problems of Schoolbook Selection for Disadvantaged Pupils.
Pub Date 25 Apr 68
Note--11p.; Paper presented at International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Culturally Disadvantaged, *Economically Disadvantaged, *Elementary Grades, Glossaries, Illustrations, Readability, Reading Failure, *Reading Material Selection, *Textbook Evaluation, Textbook Standards

Every year the purchase of unsuitable books for disadvantaged children wastes millions of dollars. The use of these unsuitable books results in extensive reading failure. In order to overcome this waste of money and human resources, book committees need to employ standards and methods of evaluation to identify books appropriate for disadvantaged children. An example of this technique is developed through an illustrative textbook evaluation based on interest appeal of the illustrations, readability of the content, and usefulness of the glossary. These three areas were chosen because they evaluate very different aspects of a book and are especially important in teaching disadvantaged children to read. References are listed. (BS)

307. ED 029 751 RE 001 712
King, Martha L.
Developing Critical Thinking Skills Through Reading.
Pub Date Apr 68
Note--15p.; Paper presented at International Reading Association conference, Boston, April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--*Critical Reading, *Critical Thinking, Habit Formation, Language Skills, Literary Analysis, Logical Thinking, *Reading Instruction, *Student Attitudes, Thought Processes

An explanation of critical thinking and methods for fostering critical thinking through reading are presented. Critical thinking is defined (1) as the habit of examining and weighing an idea or a thing before accepting or rejecting it and (2) as a three-factor ability consisting of attitudes, function, and knowledge. Reading is seen as an effective vehicle for influencing critical thinking abilities through the enrichment and extension of concepts and through the facilitation of the use of language. The paper concludes that critical thinking can be fostered through reading if: (1) planned instruction in the essential knowledge and skill areas is provided; (2) materials are selected to teach specific knowledge skills; (3) teaching is planned to broaden the scope and raise the level of pupil's thinking; (4) students, while reading, are induced to actively engage in thinking about the communication; and (5) students have breadth of experience and opportunities to exchange ideas and beliefs in a nonthreatening classroom. (RT)

308. ED 029 752

RE 001 716

Mason, George E.

Extra Stimulation in Intermediate Grade Reading.

Pub Date 5 Apr 68

Note--11p.; Paper presented at College Reading Association conference, Knoxville, April 4-5, 1968.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--Class Organization, Home Study, *Independent Reading, *Intermediate Grades, Positive Reinforcement, *Reading Improvement, Reading Materials, Teacher Aides

Three types of extra stimulation in reading are discussed: extra teacher time devoted to teaching reading, extra student time devoted to practice in reading, and extra motivation and reinforcement leading to greater amounts of student reading outside the school. Problems are created (1) when teaching time spent on reading is increased in the proportion of time devoted to any one student's reading or (2) when student time devoted to independent reading in the classroom is increased at the expense of teacher instruction in reading. The most promising alternative noted is that of increasing student time spent in reading outside of school. One of the best procedures for accomplishing this, the study concludes, is contingency management in which outside reading is heavily reinforced. References are included. (RT)

309. ED 029 753 RE 001 719
Pauk, Walter
College Reading Instruction: Past, Present and Future.
Pub Date Apr 68
Note--13p.; Paper presented at College Reading Association
conference, Knoxville, April 4-6, 1968.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--*College Programs, *Reading Instruction, Reading
Processes, Speed Reading, *Study Skills

Topics and practices related to college reading instruction are discussed. Reading is seen as a skill which permeates the entire process of study. Speed reading techniques such as increasing eye span, ceasing vocalizations, and reading vertically down the page are criticized as hampering rather than facilitating the comprehension process. The most effective reading process is described as taking in the meaning of each word, from left to right, with a fleeting but direct fixation on each word encountered, gliding over nonessential words, but taking in the meaningful ones. It is suggested that the existing ideas, techniques, and approaches to learning be taken and systematized into some organized form to facilitate independent studying and learning. References are included. (RT)

310. ED 029 754 RE 001 721
Sawyer, Rita
Diagnosis for the Classroom Teacher.
Pub Date Apr 68
Note--10p.; Paper presented at College Reading Association conference, Knoxville, April 4-6, 1968.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--Achievement Tests, Classroom Observation Techniques, Corrective Reading, *Diagnostic Teaching, *Elementary School Teachers, *Reading Diagnosis, *Reading Instruction, *Reading Tests, Standardized Tests

The role of the classroom teacher as a diagnostician is described. Since the purpose of reading diagnosis is to ascertain the probable potential of each student and to determine what his instructional needs are and where to begin instruction, extensive individual testing is neither possible nor recommended for the classroom teacher. However, reading expectancy, self concept, and motivation can be determined from teacher observation and school record analysis.

Also, the best instrument available to the classroom teacher for obtaining information about groups of children is the standardized test. The uses, advantages, and disadvantages of a group standardized test for screening and grouping pupils are discussed. Some guidelines for analyzing and comparing subtest scores to obtain diagnostic information and for interpreting test behavior are given. (CM)

311. ED 029 755

RE 001 761

O'Connell, Carol

Promising Practices in In-Service Education in Reading.

Pub Date 26 Apr 68

Note--9p.; Paper presented at the International Reading Association conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors--*Federal Programs, *Federal State Relationship, *Inservice Education, Inservice Programs, Professional Associations, *State Programs, Teacher Workshops

An overview of inservice training programs in Ohio is presented. Evidence of the impact of federal assistance is shown through a review of ESEA/Title I and NDEA/Title III programs. A statewide Reading Council has been created to sponsor conferences and workshops and to initiate secondary reading programs. Descriptions of specific inservice programs are given. Conclusions based on the above-mentioned programs show promising practices on which to base future programs. (MD)

312. ED 029 756

RE 001 762

Guyton, Gladys

Individual Programming for Children with Learning Disabilities as Determined by Screening, Identification, and Differential Diagnosis.

Pub Date 68

Note--7p.; Paper presented at Association for Children with Learning Disabilities, Boston, Mass., Feb., 1968

EDRS Price MF-\$0.25 HC-\$0.45

Descriptors--*Community Programs, *Educational Diagnosis, Emotional Adjustment, *Learning Disabilities, Neurological Defects, Screening Tests

A program for screening, identifying, and diagnosing learning disabilities is described. The multidisciplinary approach is emphasized. The school psychologist or counselor, the coordinator of the language therapy program, the administrative staff, and the classroom teacher meet to share findings and impressions, and the information is synthesized to identify the prime problem. Recommendations are made, including possible referral to a source outside the school for further study and diagnosis and for neurological testing. An assessment is made of the child's emotional readiness for special attention, and counseling is sometimes viewed as necessary. Emphasis is placed on the individual child's feelings and their relationships to learning disability, because they may cause him to be more discouraged, more disturbed, and more confused than the average child. Results of parental conferences are discussed; attitudes and feelings of one second-grade boy are presented; and emphasis is placed on the conclusion that a child can overcome his disability more successfully if special help is offered before serious emotional consequences develop. (RT)

313. ED 029 757
Mira, Mary P.

RE 001 763

Auditory Assessment of Children from a Psychologist's Point of View.

Pub Date 17 Apr 68

Note--14p.; Paper presented at 46th Annual Convention of the Council for Exceptional Children, New York, April 14-20, 1968.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--Audiology, *Auditory Evaluation, *Aurally Handicapped, *Average Students, Behavioral Science Research, *Evaluation Techniques, Listening Habits

Identifiers--Conjugate Assessment of Listening

Behavioral studies of listening in children with both normal and exceptional hearing are presented. The conjugate of assessing listening is discussed. This method provides a continuous record of ongoing behavior allowing for observation of moment-to-moment changes in listening. It determines how sustained, how strong, and how continuous a child's attention is to a visual and/or auditory stimulus. Results reported from studies of children with normal hearing revealed that listening was not naturally and automatically carried out. Studies of five children with hearing impairment revealed that residual hearing and listening training was no guarantee that the child would consistently make use of his listening ability. Tables showing the performance of these five children are included. (RT)

314. ED 029 758 RE 001 764
Rogers, Agnes L.
Incorporating Frostig and Kephart Principles in Curriculum for
Mentally Handicapped.
Pub Date Apr 68
Note--13p.; Paper presented at the 46th Annual Convention of the
Council for Exceptional Children, New York, April 14-20, 1968.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--Diagnostic Teaching, *Educable Mentally Handicapped,
Individual Instruction, *Perceptual Development, *Perceptually
Handicapped, Reading Instruction, Sensory Training, *Special
Education

Educable mentally handicapped children, having perceptual re-
tardation and immaturity in common, are taught through a combina-
tion of perceptual development programs, including the Frostig
and Kephart approaches. Using basic learning principles as
guidelines, instruction combines diagnostic and prescriptive
teaching in individual instruction. Success of perceptual ma-
terials with these children, criticisms of teacher misuse of the
materials, and specific classroom methods are described. The
conclusion is reached that if teachers are to develop social and
vocational competencies in mentally handicapped students they
should study perceptual programs in order to be able to instill
the sensory approach of such materials in the classroom. Refer-
ences are included. (MD)

315. ED 029 759 RE 001 765
Woodruff, Asahel D.
Human Behavior and the Acquisition of Competence in Critical
Reading.
Pub Date 23 Apr 68
Note--13p.; Paper presented at International Reading Association
Preconvention Institute, Boston, Mass., April 23, 1968.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--*Behavior Change, *Communication (Thought Transfer),
*Critical Reading, *Educational Environment, Environmental In-
fluences, Grade 5, Learning Experience, *Learning Processes,
Reading Comprehension, Verbal Learning

The relationship between a person's behavior and the interaction
with his immediate environment is discussed as a shaping process.
The behavior that is shaped is always that which is directly and
crucially involved in the choice he makes, the response he makes,

and the way that response affects him in the given situation. The abstraction process involved in bringing subject matter to the classroom too often renders it in such sterile verbal form that it becomes meaningless to the learner who lacks a background of perceptual experience with the concepts. Two conditions often found in classrooms inhibit behavioral change. (1) Verbal communication without comprehension is substituted for perception and conceptual understandings. (2) The student is required to listen or read but is not enabled to make adjustive responses. Four conditions for behavioral change in the educational setting are discussed: (1) the quality and availability of the learning tasks, (2) activation of all phases of the learning cycle and levels of thought, (3) devices used to influence student behavior, and (4) verbal-conceptual ratios and balance. The beginning stages of a project in critical reading in which a task analysis was written for use with fifth graders' analyses of newspaper articles is reported. (CM)

316. ED 029 760

RE 001 766

Tarrant, Katherine E.

"The First R" in Schools.

Pub Date 4 Apr 68

Note--21p.; Paper presented at the International Reading Association Conference, Boston, Mass., April 24-27, 1968.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors--Basic Reading, *Developmental Reading, Family Environment, Independent Reading, *Individual Differences, *Instructional Innovation, Prereading Experience, Public School Systems, Reading Centers, Reading Clinics, Reading Consultants, *Reading Programs, *Remedial Reading, Speed Reading, Study Skills

Reading innovations incorporated into the Newton, Massachusetts, school system are discussed. The program emphasizes individual differences, the influence of the home environment in developing attitudes towards reading, and the importance of prereading experiences for kindergarten children. The basal reading program, the individualized reading program, and the independent reading program in the elementary grades are outlined, noting the significance of reading consultants who give leadership and assistance in the reading activities of the elementary schools and of reading clinicians who work with elementary children that have serious blocks to learning and reading. The descriptions of the junior and senior high reading programs include information about their individualized reading, speed reading, creative arts, and study

skills programs. A reading and study skills clinic which provides remedial and developmental reading instruction for secondary school students is also discussed. Reading instruction from kindergarten through high school is emphasized. (RT)

317. ED 029 761 RE 001 767

Ansara, Alice

Classroom Screening for Learning Disabilities in the Primary Grades: Utilization of the Slingerland Screening Tests for the Identification of Perceptual-Motor Deficits.

Pub Date Mar 69

Note--21p.; Paper presented at the 6th Annual Conference of the Association for Children with Learning Disabilities, Fort Worth, Tex., March 6-8, 1969.

EDRS Price MF-\$0.25 HC-\$1.15

Descriptors--Auditory Discrimination, *Language Handicapped, *Learning Disabilities, Maturation, Perceptual Motor Learning, Pilot Projects, *Primary Grades, *Screening Tests, Visual Discrimination

The effects of maturational lag and innate perceptual-motor language learning disabilities on primary-grade children's school performance are discussed. Early identification of these learning disabilities is emphasized. A pilot study using 280 second- and third-grade children is described in which the feasibility of whole classroom screening to avoid identification delay was demonstrated. The Slingerland Screening Tests were used to identify visual, auditory, and kinesthetic problems and to indicate when there was a need for referral for extensive diagnosis. Further research now being conducted to test the feasibility and reliability of the Slingerland tests is cited. A bibliography is included. (RT)

318. ED 029 762 RE 001 772

McReynolds, Leija V.

Procedures for Training Neurologically Involved Children to Respond to Sequentially Presented Verbal Stimuli.

Pub Date Apr 69

Note--16p.; Paper presented at the 47th Annual Convention of the Council for Exceptional Children, Denver, Colo., April 6-12, 1969.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--*Auditory Training, Cues, Discrimination Learning,
*Language Handicaps, *Neurologically Handicapped, Reinforcement,
*Sequential Learning, *Teaching Procedures, Verbal Stimuli

Auditory sequencing problems were seen as contributing heavily to neurologically involved children's language impairment, and several procedures for training auditory sequencing were explored. Five of the procedures were found to contribute considerably to an efficient and effective training program. These procedures included (1) the immediate initiation of two-choice discrimination training, (2) differential reinforcement, (3) a gradual approach to the final discrimination, (4) the use of prompts, and (5) explicit delineation of the contingencies between the stimulus and the behavior. The paper describes the five procedures and discusses the efficacy of using them in training three neurologically impaired children to respond appropriately to sequences of verbal stimuli. References and tables are included. (Author/RT)

319. ED 029 763

RE 001 774

Carver, Ronald P.
The Efficacy of "Chunking" Reading Materials. Final Report.
American Institutes for Research, (Washington Office) Silver
Spring, Md. Communication Research Program.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-8-C-051
Pub Date Dec 68
Grant--OEG-3-8-080051-0055-010
Note--30p.

EDRS Price MF-\$0.25 HC-\$1.60

Descriptors--College Students, *Language Patterns, Linguistics,
*Readability, *Reading Comprehension, Reading Materials, *Reading Research, *Reading Speed, Self Pacing Machines

In a series of three experiments involving 104 individuals, the effect of chunking sentences (the spatial separation of sentences into small groups of meaningfully related words) upon the reading rate and comprehension of mature readers was investigated. Passages and questions from a standardized reading test were displayed via an electro-mechanical device which allowed reading times to be recorded. Five experimental chunked formats were compared with each other and one selected for further study. There was no important or statistically significant difference between the experimental chunked format and the control format either on the reading rate or on comprehension measures. However,

another control format (no punctuation or capitalization) did result in significant decrements in reading rate and comprehension. It was concluded that the spatial separation of reading material into meaningfully related groups of words does not improve the reading efficiency of mature readers. Tables, references, and examples of the various formats used in the experiments are included. (Author/CM)

320. ED 029 764 RE 001 775
Ladd, Eleanor M.
Perceptive Reading Instruction.
Pub Date Mar 69
Note--8p.; Paper presented at the Twelfth Annual Meeting of the College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors--*Diagnostic Teaching, *Practicums, Questioning Techniques, *Reading Instruction, Remedial Instruction, Role Perception, Sensitivity Training, *Teacher Education, Undergraduate Study, Video Tape Recordings

The goals and content of a practicum course in reading instruction are discussed. The opportunity to tutor a slightly disabled reader twice a week is provided. Subsequent class sessions are spent on the problems arising from the semiweekly tutoring sessions. Consultations with supervisors occur each day. Perceptive teaching, which leads the tutors to analyze their own behavior and feelings as they work with their students, is emphasized. Special attention is given to the meaning of the child's mistakes. Students' nonverbal behavior is carefully looked at, and common signs of tension and common avoidance techniques are noted and examined for underlying causes. Tutors vary their techniques according to their purposes and to the needs of the child. Questioning techniques requiring higher level thinking are learned and practiced. At least one tutoring session is recorded on video tape for self-analysis. Program evaluation revealed that teaching phonics to children was a specific problem area and that experience in such a practicum course facilitated perceptive teaching. (RT)

321. ED 029 765 RE 001 776
Rauch, Sidney J.
An Interdisciplinary Approach to Teaching Reading.
Pub Date Mar 69
Note--10p.; Paper presented at the 12th annual meeting of the College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--College Freshmen, *Experimental Programs, *Interdisciplinary Approach, *Reading Instruction, *Reading Research, *Study Skills, World History

Difficulties faced by freshmen in accomplishing the study-reading needed for a required world history course at Hofstra University led to the establishment of a 3-credit 1-semester reading and study skills course, developed by an interdisciplinary team composed of members from the history and reading faculties. Thirty students were assigned to two sections of the history-reading course for the fall semester, and thirty for the spring semester. Each history-reading section was composed of 30 students, 15 of whom took both history and reading, and 15 of whom took only history. History text materials were used in the reading sections, and emphasis was placed on survey skills, paragraph analysis, use of signals and other cues, critical analysis and evaluation, analysis of structural and organizational patterns, and note taking. Achievement was measured by the Co-operative English Test (CET), C-2, Reading Comprehension, an informal history-reading inventory, and a comparison of history grades. Those students taking reading and history together scored 16 percentile points higher on the CET than those enrolled only in history, but no significant difference among the final history grades was noted. References are included. (MD)

322. ED 029 766

RE 001 779

Summer Crash Tutorial Program, 1968.

Crenshaw Community Youth Study Association, Los Angeles, Calif.

Spons Agency--Economic Youth Opportunity Association.

Pub Date 68

Note--46p.

EDRS Price MF-\$0.25 HC-\$2.40

Descriptors--*Disadvantaged Youth, Economically Disadvantaged, Elementary School Students, High School Students, *Phonics, Programed Tutoring, *Reading Difficulty, *Remedial Reading Programs, *Tutorial Programs

Eighty high school students from economically deprived homes in Los Angeles were trained to tutor third through sixth graders in reading. Selection of tutors was based on low reading achievement scores and teacher recommendation. Twenty middle-income youths also participated, as well as other volunteers. Tutors were trained in four 3-hour sessions using Formula Phonics.

Training sessions involved studying learning theory related to reading deficiencies, studying programing techniques using the word attack system, and practicing teaching techniques. Tutors worked in teams of five with five to 10 students. The tutors were heterogeneously grouped according to reading ability; their students were homogeneously grouped. The greatest number of tutoring sessions which any pupil could have attended was 16. Pretesting and post-testing on various forms of the Word Knowledge and Reading sections of the Metropolitan Achievement Test showed an average improvement of 1.0 grades for the students being tutored and a .8 improvement in average reading grade for the tutors. Evaluations of the program are reported from a questionnaire survey of tutors' reactions. A resume of related research and tables are included. (CM)

323. ED 029 767 RE 001 782
Berg, Paul Conrad
Language Barriers of the Culturally Different.
Pub Date Mar 69
Note--14p.; Paper presented at the 12th annual meeting of the
College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--*Disadvantaged Youth, Individual Development,
*Language Experience Approach, *Language Patterns, *Reading
Ability, Role Playing

Language differences peculiar to the disadvantaged are discussed as they relate to reading. Linguistic differences, including the interdependence among language, operant feedback, thought, and experience, and the power of these to reconstruct and reassociate through reading constitute one barrier. Another is the effects of language on the total adjustment of the individual and the problems involved in trying to place him in a classroom. The language experience approach is described as perhaps the best way to bring together the student's experiences, language, thought, feedback, and reading. Role playing and other activities growing out of the language experience approach bring together the world of the student and the world of the classroom. References are included. (MD)

324. ED 029 768 RE 001 811
After-School Study Centers Review. Volume I, Number 1, Spring
1965.

New York City Board of Education, Brooklyn, N. Y.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Elementary and Secondary Education.
Pub Date Jun 65
Note--64p.

EDRS Price MF-\$0.50 HC-\$3.30

Descriptors--*After School Activities, Homework, Library Programs,
Oral Reading, Reading Comprehension, *Remedial Mathematics,
*Remedial Reading, *Study Centers, Study Habits, Word Recognition

A description of the organization and activities of several after-school study centers in Brooklyn, New York, funded by ESEA/Title I, is presented. In these centers, seventy thousand students receive remedial help in reading or math, attend open house in the school libraries, or do homework in homework rooms provided to stimulate those who need to improve their work-study skills. Word recognition skills, comprehension skills, and oral reading skills are developed in the reading classes through varied activities. The role of the library includes extending the day school program, offering a place for study, and teaching reference skills in addition to developing interest in reading. This review includes examples of school and class publications, attendance records, and certificates; it describes the materials and methods used for reading, mathematics, and library work; and it suggests additional organizational routines. (RT)

325. ED 029 769 RE 001 817
Arenella, Anthony And Others
An Approach to Literature for Children: Report of a Seminar
Considering the Teaching of Literature in the Elementary
Schools.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-5-0215
Pub Date Jan 67
Grant--OEG-5-10-239
Note--101p.

EDRS Price MF-\$0.50 HC-\$5.15

Descriptors--*Curriculum Development, *Elementary Grades, Experimental Teaching, *Literary Analysis, Literature

Identifiers--The Morphology of the Folktale, Vladimir Propp

Studying the structural nature of a literary work was considered by a Harvard Graduate School of Education seminar as a rational, nonsubjective basis for a literature curriculum in the elementary grades. Russian formalist criticism was used as a basic approach to the study of literature, and Vladimir Propp's approach to the folktale was used as an analogy for a structural approach. The appropriateness of such an approach was examined in an experiment with approximately 25 fifth-grade students. Results of the study seemed favorable; although, a complete curriculum could not be worked out due to the 1-semester time limitation. Lesson plans and children's reactions to instruction are presented in appendixes. References are included. (RT)

326. ED 029 770

RE 001 822

Blair, John Raymond Ryckman, David B.
Visual Discrimination: Lower Case Letter Confusion.
Michigan Univ., Ann Arbor. Center for Research on Language
and Language Behavior.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-6-1784
Pub Date /697
Contract--OEC-3-6-061784-0508
Note--14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--*Alphabets, Historical Reviews, *Kindergarten
Children, *Nursery Schools, Perception Tests, *Reading Re-
search, *Visual Discrimination, Word Recognition

The purpose of this Title VI study was to determine which pairs of lowercase alphabet letters were most frequently confused by prereading children and therefore most likely to cause difficulty in initial reading. Two sample groups were used: 50 lower-middle-class kindergarten children with a median age of 6 years and 25 upper-middle-class nursery school children with a median age of 4 years 4 months. The subjects were required to match a stimulus letter with one of two choice stimuli. A one-way analysis of variance was used for error scores. The most frequent confusions were reversal and rotation transformations. While the types of letter errors have remained approximately the same for over 40 years, the frequency of errors appears to have drastically reduced. Previous research is discussed. Tables, diagrams, and references are included. (Author/RT)

327. ED 029 771

RE 001 837

Forlano, George Abramson, Jack
Measuring Pupil Growth in Reading in the More Effective Schools.
New York City Board of Education, Brooklyn, N. Y. Bureau of
Educational Research.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Elementary and Secondary Education.
Pub Date Apr 68
Note--36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors--Culturally Disadvantaged, Disadvantaged Schools,
*Reading Improvement, *Reading Instruction, *Reading Programs,
*Reading Research, *School Improvement, Traditional Schools

This ESEA/Title I project reports a longitudinal comparison of pupils from 21 More Effective Schools (MES) with pupils from nine control schools in New York City. The Metropolitan Achievement Tests were administered to pupils in grades 2 through 6 in all MES and in selected control schools. Alternate forms were used at initial testing time in October 1965 and at final testing time in April 1967. Data were treated in three ways: (1) Growth in grade scores was compared with normal growth over the periods involved. (2) MES pupils' gain in grade scores was compared with the gain in grade scores achieved by a comparable group in control schools over the same period of instruction. (3) A comparison was made of deviations from the norms at initial and at final testing times of the obtained median grade score of MES and of control groups. The MES as a group were more effective than the control schools in reducing retardation of their pupils and in producing larger percents of pupils who reached and surpassed the norm between initial and final testing times. Tables are included. (WB)

328. ED 029 772

RE 001 838

Forlano, George Abramson, Jack
Measuring Progress of Fourth Grade Pupils Enrolled in the
Remedial Program in Reading of the After-School Study Centers.
Final Report.
New York City Board of Education, Brooklyn, N. Y. Bureau of
Educational Research.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Elementary and Secondary Education.
Pub Date Jan 67
Note--14p.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--*After School Activities, Attendance Patterns,
*Grade 4, Program Costs, *Reading Research, *Remedial Reading
Programs, *Study Centers

Experimental analysis of the results of an ESEA/Title I remedial reading program utilizing after-school study centers is presented. An experimental group of 1,521 New York city fourth-grade students who were enrolled in the reading program was compared with a matched control group from the same schools and a matched group from schools not having an after-school program. The final mean reading grade scores of the experimental and control groups were compared, and the t-test for correlated groups was applied to determine significant differences. After 1 school year, the experimental students as a group gained about 27 to 32 percent more reading growth than the control students who became more retarded in relation to grade placement between initial and final testing. Charts and tables are included. Program costs are estimated. (RT)

329. ED 029 773 RE 001 854

Klein, Isobel Marsh, Helen R.
Identification and Remediation of Perceptual Handicaps in
Learning to Read. Final Report.
Glen Cove School District, N. Y.
Spons Agency--Office of Education (DHEW), Washington, D. C.
Bureau of Research.
Bureau No--BR-7-8015
Pub Date Apr 69
Contract--OEC-1-7-078015-2986
Note--17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors--Grade 2, Perception Tests, Perceptual Development,
Reading Achievement, *Reading Diagnosis, Reading Improvement,
*Reading Research, *Retarded Readers, *Visual Perception,
*Word Recognition

Results of an investigation of the effects of perceptual training upon selected measures of reading achievement are reported. Subjects were 87 second-grade children of average intelligence who had evidenced reading difficulties as well as perceptual deficits. They were chosen from the Glen Cove, New York, school district on the basis of their performance on the following tests: the Lorge-Thorndike Intelligence Scale; the Wechsler Intelligence Scale for Children (WISC); the Stanford Reading Test, Word Recognition section; and the Frostig Developmental Test of Visual Perception. Subjects were divided into three matched groups:

a group that received 25 minutes of perceptual training twice a week, a group that received traditional remediation for the same length of time, and a control group. An analysis of variance of the reading achievement scores showed no significant differences before treatment. A t-test revealed that the remedial reading group post-test scores were significantly higher (.05 level) than those of either the control group or the perceptual training group. An analysis of variance of the Frostig data showed no significant differences between the means of the three groups. No distinctive WISC subtest patterns for retarded readers were noted. References are included. (WB)

330. ED 029 774

RE 001 864

Nearine, Robert J.

Patterns for Progress: An Evaluation, 1967-1968

Hartford City Board of Education, Conn.

Spons Agency--Office of Education (DHEW), Washington, D. C.

Bureau of Elementary and Secondary Education

Pub Date 68

Note--17p.

EDRS Price MF-\$0.25 HC-\$0.95

Descriptors--Attitudes, Basic Reading, *Elementary School Students, Individualized Reading, *Language Arts, Language Development, *Reading Programs, Structural Analysis, *Team Teaching

A comprehensive ESEA/Title I program of small-group reading instruction for 500 elementary school children is described, and the results of this Intensive Reading Instructional Teams program are presented. Decoding, comprehension, vocabulary development, and independent reading are emphasized as a part of the team approach. Successful activities which are listed include the use of individual learning packets, creative dramatics, and newspaper and booklet publications of students' work that help to build a positive self-image. Successful outcomes which are listed include improved attitudes toward school and reading, parental involvement, and the development of oral language usage. Results of evaluative studies, presented in tables, reveal significant gains in word forms and word recognition at the primary level and significant gains in vocabulary, comprehension, and total reading for the majority of the intermediate-grade pupils. Questionnaire results indicated that parents, students, and teachers responded quite favorably toward the program and its subsequent effects. (RT)

331. ED 030 533

RE 001 773

Boyles, Marion P.

Research and Development Report. Volume II, Number 9, Evaluation of the Communication Skills Laboratory Program, 1967-68.

Atlanta Public Schools, Ga.

Pub Date Feb 69

Note--25p.

EDRS Price MF-\$0.25 HC-\$1.35

Descriptors--*Communication Skills, Grade 8, *Junior High School Students, Language Handicapped, Language Instruction, Language Laboratories, *Language Programs, Language Skills, *Pattern Drills (Language), Reading Difficulty, Reading Improvement, *Reading Research, Underachievers

The Communications Skills Laboratory Program, and ESEA/Title I project in the Atlanta, Georgia, public schools, presented a language skills course for underachieving eighth-grade pupils. Pupils had reading achievement scores below sixth-grade level, had reading potential scores above this level, and had a 70 IQ or better. Small group or individual instruction stressed grammar through oral language pattern drills, listening activities, writing activities, and basic reading skills practice. Data for six schools are reported separately, comparing pretests and post-tests scores for significant differences. No two participating schools administered the same number or kind of tests. In all except one of the schools significant improvement in total reading was noted. In all three schools measuring language usage there was significant improvement. Tables are included. (CM)

332. ED 030 534

RE 001 812

Operational Guidelines; Reading Improvement Project.

Columbus Public Schools, Ohio.

Pub Date 687

Note--70p.

EDRS Price MF-\$0.50 HC-\$3.60

Descriptors--Educational Diagnosis, *Elementary Schools, Inservice Teacher Education, Program Design, Program Development, Program Evaluation, *Program Guides, Reading Difficulty, *Reading Improvement, *Secondary Schools

Operational procedures designed to increase the effectiveness of an ESEA/Title I Columbus, Ohio, public schools reading improvement project are presented. The project's three-pronged approach includes direct service to children, staff development, and program

development. The rationale and objectives of the project are outlined. The multiple roles of the reading teacher are discussed and are noted to include working directly with children and with other teachers. Methods for screening, selecting, and diagnosing students with reading difficulties are discussed. A comprehensive list of factors relating to reading difficulty is presented, and suggestions for remediation are included. Each of the four stages of development of the inservice teacher education program is briefly discussed. An evaluation of the reading improvement project is presented, and a summary of factors affecting the progress of the project is outlined. References are included.
(RT)

333. ED 030 535 RE 001 820
Berger, Allen
Meeting Today's Reading Needs through Magazines in the Classroom.
Pub Date Mar 69
Note--14p.; Paper presented at the College Reading Association conference, Boston, Mass., Mar. 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.80

Descriptors--*High School Curriculum, *Instructional Materials, *Periodicals, *Reading Instruction, *Reading Materials, School Libraries, Secondary Schools, Secondary School Students

Relatively little attention has been given to the use of magazines in the classroom, in contrast to the amount of attention given to the use of newspapers, for example. Yet, the number of magazines continues to increase in the United States, and surveys indicate that high school students read many of them. The surveys also indicate that there is a low correlation between magazines read by students and magazines found in high schools. Such a situation need not exist if an imaginative teacher utilizes the students' reading interests to meet their reading needs through magazines in the classroom. Periodicals can be used to individualize instruction and to give attention to nearly all facets of reading. References are included. (MD)

334. ED 030 536 RE 001 823
Brown, James I.
Evaluating a Visual-Linguistic, Multi-Media Approach to Primary Reading.
Pub Date May 69

Note--12p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors--Basic Reading, *Educational Research, Instructional Aids, Primary Grades, *Reading Instruction, *Reading Research, *Visual Learning

Results of two studies testing the effectiveness of the Visual-Linguistic Reading Program (Group A) as compared with that of a basal program using an overhead projector (Group B) and a basal program not using an overhead projector (Group C) are reported. Children from three cities in Minnesota, Florida, and California, 1,800 in the first study and 1,044 in the second, were pretested with the Metropolitan Reading Readiness Test and the Otis-Lennon Mental Ability Test and were tested in later times with Forms X and W of the Stanford Achievement tests. Results showed that Group A scored significantly higher than Group C on five of the 45 subtests (Word Reading, Paragraph Meaning, Vocabulary, Spelling, and Word Study Skills). A slight numerical superiority involving significant differences among the 45 subtests favored Group A over Group B. In terms of total scores for each of the five subtests in the high-, middle-, and low-ability groups, Group A was significantly better than Group C in all five. Tables are included for both studies. (MD)

335. ED 030 537

RE 001 825

Cashman, Mildred Berwick Berwick, Hildred G.
Elementary School Reading Survey.
New England Educational Assessment Project.
Pub Date 68
Note--36p.

EDRS Price MF-\$0.25 HC-\$1.90

Descriptors--*Curriculum Evaluation, *Elementary School Curriculum, Grade 1, Grade 4, Kindergarten, *Program Evaluation, *Reading Programs, School Surveys

Results of an elementary reading survey of New Hampshire schools are reported. The survey, part of a 1968 New England Educational Assessment Project, used questionnaires to discover characteristics of reading programs, future needs, and teacher training. Elementary school principals, kindergarten teachers, first-grade teachers, and fourth-grade teachers responded to the questionnaire. The following information was included among the findings. (1)

Basic reading programs were used in almost all schools. (2) Children were grouped into three reading groups in almost all classrooms. (3) More than one-half of those children eligible for kindergarten were unable to go due to the paucity of preschool classes. Tables of survey result percentage figures are included. (MD)

336. ED 030 538 RE 001 826
Cleland, Donald L.
Why Should I Read?
Pub Date Mar 69
Note--10p.; Paper presented at the College Reading Association conference, Boston, Mass., Mar. 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--Abstract Reasoning, Cognitive Processes, Concept Formation, *Perception, *Reading, *Reading Comprehension

Reading is defined operationally as the cognitive process of perceiving and ordering our environment. As such it is a psychomotor process involving the reorganization of experiences evoked by some stimulus. Thus defined, reading is equated with perception and has several primary functions, including concept building, which begins with perception and continues through abstraction and generalization formation. Reading then becomes a means of attaining an ability to meet, understand, and deal with environment. References are included. (MD)

337. ED 030 539 RE 001 827
Cohen, S. Alan Reinstein, Steven
Skills Centers: A Systems Approach to Reading Instruction.
Pub Date Mar 69
Note--10p.; Paper presented at the College Reading Association conference, Boston, Mass., Mar. 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--*Disadvantaged Youth, Individualized Programs, *Junior High School Students, Learning Theories, Methodology, *Reading Improvement, *Systems Approach, Teacher Role

A program developed at Yeshiva University to emphasize self-directing, self-correcting techniques for teaching basic reading skills to socially disadvantaged junior high school students is

discussed. Seven laws of learning which underlie the guidelines for the program are presented. The following four guidelines to effective methodology are listed: (1) high intensity learning, (2) individualized content, (3) individualized progress, and (4) individualized material level. The teacher's role is examined and observed to include facilitating student-directed activities by arranging conditions conducive to learning, matching materials to individual needs, interacting with the students, and evaluating student progress. A specific program description indicates that all students are pretested on the Cohen-Cloward Diagnostic Test of Word Attack Skills and the California Reading Test which yield diagnostic patterns for each child and that classes of 20 to 30 students rotate among the three learning centers: Comprehension, Word-Study Skills, and Word Analysis-Vocabulary Centers. The activities of each center are briefly described. (RT)

338. ED 030 540 RE 001 831
 Della-Piana, Gabriel And Others
 New Directions for Informal Reading Assessment.
 Pub Date May 69
 Note--11p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Diagnostic Teaching, Individualized Reading, *Informal Reading Inventory, Reading Diagnosis, Reading Tests

Construction, administration, and interpretation of an informal reading inventory is, perhaps, too time consuming a task for the classroom teacher who may decide that other activities are more relevant. The informal reading inventory will probably be built into basal materials or into diagnostic batteries. However, the teacher can develop other diagnostic tools that will add to his effectiveness in a reading program which already has formal diagnosis and individually prescribed instruction. The teacher can observe reading behavior, diagnose problems, prescribe measures for solution, and teach, making revisions as needed. An example of diagnosis and prescription of one specific problem is included. (MD)

339. ED 030 541 RE 001 832
 Di Lorenzo, Louis T. And Others
 Prekindergarten Programs for the Disadvantaged: A Third-Year Report on an Evaluative Study
 State Univ. of New York, Albany. State Educational Dept.

Pub Date Dec 68
Note--28p.

EDRS Price MF-\$0.25 HC-\$1.50

Descriptors--*Disadvantaged Youth, Educationally Disadvantaged, Kindergarten, *Language Development, Preschool Children, *Preschool Education, *Reading Research

Results of ESEA/Title I programs designed to prepare educationally disadvantaged children for school in eight New York state school districts are contained in the 3-year report on a total population of 1,805 children. Standardized intelligence and readiness tests given at the beginning and end of prekindergarten were used to determine the effectiveness of the programs. It was found that such programs were beneficial for disadvantaged but not for nondisadvantaged participants, that certain programs stressing language development were most beneficial, that program effectiveness increased over the 3 years, that boys and girls benefitted equally, that disadvantaged white children benefitted more than did disadvantaged nonwhite children, and that no significant interaction occurred between sex and race. A study of standardized test scores after the kindergarten year showed a continuance of these effects. Further studies are planned involving testing at the end of grade 1. References and tables of results are included. (MD)

340. ED 030 542 RE 001 833
Di Lorenzo, Louis T. And Others
Empirical Bases for a Prekindergarten Curriculum for Disadvantaged Children.
Pub Date 7 Nov 68
Note--15p.; Paper presented at the Annual Convocation of the Educational Research Association of New York State, Nov. 7, 1968.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--Cultural Disadvantage, *Curriculum Development, Economic Disadvantage, *Educationally Disadvantaged, *Preschool Curriculum, *Reading Comprehension

This project was undertaken to establish a basis for a compensatory curriculum for disadvantaged preschool children by using existing empirical data to identify factors that predict success in reading comprehension and that differentiate the disadvantaged from the nondisadvantaged. The project focused on factors related to success in learning to read, which was equated with reading

comprehension. The literature on reading and on the disadvantaged was reviewed, and lists of factors predicting success in reading comprehension and differentiating between disadvantaged and nondisadvantaged children were established. Common factors from the lists of predictors and differentiators in their final rank order were (1) reading letters and numbers, (2) auditory discrimination, (3) figure and pattern copying, (4) auditory word association and analogy, (5) auditory word-picture discrimination, (6) figure and pattern matching, and (7) visual design memory and recall. References and tables are included. (WB)

341. ED 030 543

RE 001 835

Dulin, Kenneth L.

Correlates of the Ability to Use Context Clues in Reading.

Pub Date May 69

Note--10p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--*Context Clues, Reading Comprehension, *Reading Research, Secondary School Students, *Word Recognition

Results of two studies of the ability to use specific context clues and possible academic correlates of this ability are reported. In the first study, a five-form data-gathering instrument, using categories of context clues derived from Artley, Betts, and McCullough, was administered to 315 tenth-grade students in Seattle, Washington. Simulated words were employed in the text, and use of context clues was checked through multiple choice responses. Sex, age, IQ, and academic ranks and scores were used as premeasures. Results led to the conclusion that verbal reasoning was the best predictor of success in using context clues. In the second study, a two-form data-gathering instrument, using discriminating items from the first, was administered to 52 Madison, Wisconsin, eighth-grade students. In this phase, ability to use context clues was positively and significantly correlated with IQ and with vocabulary and comprehension scores. General conclusions support those of earlier studies. General intelligence, verbal abilities, reading vocabulary, and comprehension ability appear to be closely related to the ability to use context clues in reading. Girls and those under-age for their grade level are better at this skill than are boys and those over-age for their grade level. References and tables are included. (MD)

342. ED 030 544

RE 001 836

Finder, Morris

Reading Comprehension: Inferring the Task of the Writer.

Pub Date May 69

Note--11p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Comprehension Development, Evaluation Criteria,
*Reading Comprehension, Reading Instruction, Reading Skills

Rather than being viewed as a reading skill, comprehension is viewed as inferring the task of the writer or as discerning the ends and means of a discourse. Inferring the writer's task is to reason backwards from the product to the questions with which he may have started. Discerning ends and means is to view what is described, argued, or explained; to see order, language, and structure. Many skills are needed to comprehend, and these should meet certain evaluative criteria relating to their validity, inclusiveness, coherence, and brevity. No hierarchical sequence is needed for teaching comprehension skills, but teachers should be able to select those skills which are needed by their students. A list of skills, and explanations of them, is attached.
(MD)

343. ED 030 545

RE 001 839

Frase, Lawrence T.

Paragraph Organization of Written Materials: The Influence of Conceptual Clustering Upon the Level and Organization of Recall. Bell Telephone Labs., Inc., Murray Hill, N. J. Learning and Instructional Processes.

Pub Date 69

Note--27p.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors--*Behavioral Science Research, High School Graduates,
*Learning Processes, *Reading Comprehension, *Reading Research

Forty-eight sentences, which associated eight attributes with six chessmen, were clustered in paragraphs by chessman, by attribute, or by rote group (randomized). One-half of 42 high school graduates were told the conceptual structure of the passage before reading. Subjects read the passages for three 5-minute periods in order to learn the information and to evaluate chess play. Free recall was required after each reading. With

the organized passages, recall was about 50 percent higher than with the rote group, but the rote group showed as much clustering (78 per cent) as one of the organized passages. Conceptual pre-information improved performance as trials increased but did not influence recall clustering. Primacy effects were obtained for the organized passages. Application test scores, although in the same direction as recall scores, did not differ significantly. Application scores correlated only with recall of the attributes concerning how the chessmen moved. References and tables are included. (MD)

344. ED 030 546 RE 001 840
Frase, Lawrence T. And Others
Effect of Question Position and Frequency Upon Learning from
Text under Different Levels of Incentive.
Bell Telephone Labs., Inc., Murray Hill, N. J. Learning and
Instructional Processes; Massachusetts Univ., Amherst.
Pub Date 1967
Note--16p.

EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--*Behavioral Science Research, College Students,
Reading Comprehension, *Reading Research, Rewards, *Study
Skills

The influence of motivation in modifying the effect of adjunct questions was explored. Each of 270 undergraduates were promised 0, 3, or 10 cents for each correct answer on a test given immediately after reading. Questions were placed either frequently or infrequently in a text, either before or after the relevant material. Controls read the text without adjunct questions. Results indicated that (1) learning was contingent upon how much money the subjects were offered for performing; (2) that the advantage of post-questions over prequestions diminished under high incentive; (3) that prequestions inhibited incidental learning when they were frequent; and (4) that infrequent adjunct questions resulted in a take-over by the incentive factor. It was concluded that inhibitory effects of questions may operate during the selection of text input and during the further processing of that input from short-term memory. References, notes, and tables are included. (MD)

345. ED 030 547 RE 001 841
Frase, Lawrence T. Siliger, Francene
Incidental Learning Effects of Searching for Related Information
in a Text.

Bell Telephone Labs., Inc., Murray Hill, N. J. Learning and Instructional Processes; Fairleigh Dickinson Univ., Teaneck, N. J.

Pub Date 1967

Note--20p.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors--College Students, *Content Reading, *Directed Reading Activity, *Discrimination Learning, *Incidental Learning, Information Seeking, Reading Comprehension, Reading Processes, *Reading Research, Time Factors (Learning)

The incidental learning effects of discrimination which would be required in searching for and selecting related information in a text were explored. Sixty-one students from three educational psychology classes at Fairleigh-Dickinson University participated. Subjects were randomly assigned to four experimental groups and were given reading search tasks. The present study indicates that when a reader is involved in reading for specific information, substantial learning effects may be produced by the discriminations involved in the search. A delayed retention test indicated that these learning effects may be relatively stable over time. Even stimuli which are not the targets of search can be influenced by searching if they are encountered repetitively during the search. The results suggest that when stimuli are evaluated against a criterion, the comparisons involved influence the retention of both the criterion and the stimuli which are evaluated against it. References, tables, and notes are included. (WB)

346. ED 030 548

RE 001 842

Gould, Lawrence N.

An Optometrist Looks at Perception.

Pub Date 1 May 69

Note--9p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 1, 1969.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors--Auditory Perception, Haptic Perception, Kinesthetic Perception, *Perception, *Perceptual Development, Reading Instruction, *Sensory Integration, Visual Perception

The relationships of sense modalities included in the broad term "perception" are explored. Vision is a transmission from external world to brain. Ocular mobility and spatial organization

abilities are important to vision as it is involved in the perceptual-cognitive process. Kinesthetic and visual behaviors are interrelated and are supplemented by the haptic modality (sense of touch). Auditory perception produces imagery that far surpasses the kinesthetic or haptic senses and, in fact, rivals the visual sense as the major mode of learning. Teaching methods based on these sense modalities should endeavor to present a problem through one modality and then require a maximum number of modalities to be integrated into the response. Available materials which use this technique are listed, and references are included. (MD)

347. ED 030 549 RE 001 846
 Jan-Tausch, Evelyn
 Reading as Language.
 Pub Date 1 May 69
 Note--16p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 1, 1969.
 EDRS Price MF-\$0.25 HC-\$0.90

Descriptors--Communication Skills, *Curriculum Planning, *Language Skills, Needs, *Reading Development, Teacher Role

Reading is viewed as an integral part of the total language and thinking development of the individual and as an important skill employed for the acquisition of knowledge and self-growth. The teacher is seen as one who clears the lines of communication between pupil and author by carefully assessing the pupil's capacity and the level of the material to be read. Evaluation of the reader's level of thinking, his perceptual handicaps or strengths, the richness of his experiential background, and his language competence are emphasized. An ungraded, continuous progress program is briefly discussed, emphasizing the idea that reading is language and that whatever develops the language facility improves reading. Some goals and methods of the study of language--hence reading--are listed and discussed. Teaching a pupil to comprehend is not seen to rest solely with the reading teacher but rather with all teachers. Separation of reading instruction from the rest of the curriculum and failure to comprehend its nature as a language skill are seen as detrimental to the development of language abilities. References are included. (RT)

348. ED 030 550 RE 001 850
 Keith, Mary T.
 Sustained Primary Program for Bilingual Students.

Pub Date May 69

Note--22p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.20

Descriptors--*Bilingual Education, Bilingual Students, Bilingual Teacher Aides, Cultural Interrelationships, Educationally Disadvantaged, *Extended School Year, *Intercultural Programs, Language Experience Approach, Mexican American History, Mexican Americans, Spanish Americans, *Spanish Speaking, *Ungraded Primary Programs

The Sustained Primary Program for Bilingual Students is an ESEA/Title III program which emphasizes understanding and appreciating the Spanish, Mexican, Anglo heritage of the Mesilla Valley and southwestern New Mexico, discovering the structure of the language, recognizing how learning occurs, identifying the methodology and strategy needed to create the best learning climate, and exploring ways of expanding the learning environment into the home and community. This 12-month program includes 200 instructional days and short vacation periods. Teachers and pupils remain together from kindergarten through grade 3, and advancement is continuous and nongraded. The language experience approach to reading is incorporated in the culturally centered curriculum. Bilingual instructional aides assist the master teachers, and parent participation is encouraged. Statistical data for the project's first year (1966-67), comparing program children with control groups on the California Test of Mental Maturity, the Metropolitan Reading Readiness Test, and other measures, indicate that dual language instruction enhanced school achievement. Tables and references are included. (CM)

349. ED 030 551

RE 001 853

Klein, Howard A.

Interest and Comprehension in Sex-Typed Materials.

Pub Date May 69

Note--6p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.40

Descriptors--*Comprehension, *Grade 5, *Interest Research, Literature Appreciation, Physical Characteristics, *Reading Research, Vocational Interests

The effects of the main character's sex and occupation on fifth graders' interest in and comprehension of a story were investigated.

Two fifth-grade-level stories of about 370 words were written about a pilot (interesting for boys), a ballet dancer (interesting for girls), and a social worker (equal appeal). Each story was written in two versions: one with a female main character and the other with a male main character. The readers' responses to each story were measured by a semantic differential scale and a six-point like-dislike statement scale. Three hundred and twelve boys and girls from 13 randomly selected Saskatoon, Saskatchewan, public school fifth-grade classrooms were chosen as subjects. The study concluded that boys and girls do react in distinct ways to the same content and that research can predict which content will have greater or lesser appeal for boys and girls. Additional conclusions and comments are presented. References are included. (RT)

350. ED 030 552 RE 001 858
 McAninch, Myrene
 Investigation of Recognition Variance of Perceptual Stimuli
 Associated With Reading Proficiency.
 Pub Date May 69
 Note--5p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.35

Descriptors--Grade 3, *Predictive Ability (Testing), Reading Diagnosis, Reading Difficulty, *Reading Readiness, *Reading Research, *Retarded Readers, *Visual Discrimination, Visual Stimuli

The relationship between reading ability and recognition of four kinds of perceptual stimuli for purposes of reading disability diagnosis was investigated. The sample consisted of 84 male grade-3 pupils who were matched on intellectual ability but who differed in reading proficiency. Three groups, based on a 6-month discrepancy either above or below grade placement between reading achievement and potential as determined by the Bond-Tinker formula, were formed. Recognition tasks were presented by tachistoscope. The four perceptual categories were (1) geometric or abstract configuration, (2) pictorial design, (3) alphabetic symbol, and (4) word unit. Geometric forms, alphabetic symbols, and word units were found to significantly differentiate (.01) between able and disabled readers. Alphabetic symbols appeared to be a slightly higher predictor than the other two forms. Implications were that present readiness materials stressing discrimination of pictorial and abstract forms are less effective in predicting reading proficiency than are forms actually involved in the reading act, namely letters and word units. (WB)

351. ED 030 553

RE 001 859

McCain, Floyd, Jr. Brown, Laurence D.

The Effect of Cognitive Style in Verbal and Pictorial Concept Formation Tasks.

Pub Date Feb 69

Note--11p.; Paper presented at the American Educational Research Association conference, Los Angeles, Calif., Feb. 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Cognitive Processes, *College Students, *Concept Formation, *Educational Research, Learning Processes, Paired Associate Learning

Forty-two college undergraduates, 28 women and 14 men, were classified as analytic, categorical, or relational according to their responses on the Sigel Cognitive Style Test and were randomly assigned to verbal or pictorial conditions. The subjects were presented a series of slides involving the paired association of 9 three-letter nonsense syllables (Glaze List) with 36 single words or pictures representing three types of concepts. A two-way analysis of variance of mean errors failed to replicate the previous finding of an interaction between learner cognitive style and concept class for either stimulus condition. However, a significant main effect (p less than .01) on learner style for the verbal condition revealed that analytic subjects performed better across all concept classes than those having categorical or relational styles. Tables and references are included.
(Author/RT)

352. ED 030 554

RE 001 867

Olson, Arthur V.

The Structure of Reading Readiness Ability.

Pub Date May 69

Note--11p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--Auditory Discrimination, Grade 1, *Models, Predictive Measurement, Reading Processes, *Reading Readiness, Reading Readiness Tests, *Reading Research, *Reading Skills, *Sequential Learning, Visual Discrimination

The development of a research model to aid in the understanding of the hierarchical structure of reading readiness is described. Data were obtained by testing 218 first graders from three elementary schools with the Frostig Developmental Test of Visual

Perception, the Gates Reading Readiness Test, the Metropolitan Readiness Test, the Olson Reading Readiness Tests, and the Wechsler Intelligence Scale for Children. The product moment method was used to compute the intercorrelations among the 35 variables. After an examination of the loading of the subtest variables, four large common factors, listed in order of increasing correlation with the factor best representing reading achievement, could be ordered as follows: (1) perceptual organization, (2) auditory-visual discrimination, (3) verbal association, and (4) verbal comprehension. Both a horizontal and a vertical plane were developed in this model. It is suggested that the order of the skills on the vertical plane would also develop horizontally and might or might not contribute to the achievement level of a higher order dependent upon the type of achievement measured. Questions for further investigation are posed, and references are included. (CM)

353. ED 030 555

RE 001 869

Peterson, Joseph M. Knight, Diana

Evaluation of Reading Skills in the Wisconsin Prototypic System of Reading Instruction.

Pub Date May 69

Note--27p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors--*Diagnostic Teaching, Group Tests, *Individualized Instruction, *Reading Instruction, Reading Skills, *Reading Tests, *Skill Analysis, Test Construction

A system designed to provide a framework for the individualization of reading instruction is discussed. The heart of the system is a mastery checklist of reading skills for each child which provides teachers with a means for discovering the specific skill needs of their students. Initially, the system depended upon individual assessment exercises as the main source of specific skill measurement, but because the administration of these exercises was not an efficient use of time, work began on group assessment exercises designed to test the same skills. A discussion of the construction, format, and revision of these group prototypic assessment exercises measuring word attack, comprehension, and study skills is presented, and it is noted that information from the exercises provides a basis for appropriate choices of instructional approaches and of materials for each student. Sample exercises and checklists are provided. One reference is included. (RT)

354. ED 031 365 RE 001 709

Crewe, James Hultgren, Dayton

What Does Research Really Say About Study Skills?

Pub Date Dec 68

Note--8p.; Paper presented at National Reading Conference,
Los Angeles, Dec. 5-7, 1968.

Available from--1968 National Reading Conference Yearbook.

Document Not Available from EDRS.

Descriptors--*College Programs, *Research Reviews (Publications),
Study Guides, *Study Skills

A critical analysis of study method and review is presented. Findings indicate that the SQ3R study method is used in most how-to-study manuals, but the evidence showing the efficiency of this method is both sparse and unimpressive. Only two studies have examined SQ3R as a total method, and neither yielded positive results. One controlled study is noted in which SQ3R, reading, outlining, and underlining are compared. Underlining resulted in better short term and long term comprehension and took considerably less time than either outlining or SQ3R. In the area of review strategies, only seven studies have been conducted using text-book-type material, and most of these did not control the effects of time. All generally concluded that spaced practice was most effective. One study found that massed study was more effective when time was controlled and pointed out that study close to the time of examination was more productive than at any other time. The paper concludes that students are not presented with sufficient research data on which to base valid decisions about their study behavior and that a manual on study methods presenting the relevant data is needed. (RT)

355. ED 031 366 RE 001 723

Shedd, Charles L.

Some Exploratory Studies on the Clinical Management of Dyslexia.

Pub Date Mar 69

Note--27p.; Paper presented at Association for Children with
Learning Disabilities conference, Fort Worth, March 6-8,
1969.

EDRS Price MF-\$0.25 HC-\$1.45

Descriptors--*Clinics, *Dyslexia, Instructional Materials, *Learning Disabilities, Multisensory Learning, Tutorial Programs

Problems concerning dyslexia are specified, suggestions for working with dyslexics are made, and a number of programs to serve as models to be improved upon are described. The major problem noted is the development of materials and procedures that can be used effectively with dyslexics. Emphasis is placed on reading from left to right, training in letter-sound correspondence, training in sound discrimination, and training in blending; in short, emphasis is on decoding procedures. Hearing sounds accurately is important in producing the sounds orally or in writing. Critical ingredients of clinical management of dyslexics pointed out are one-to-one instruction, a multi-sensory approach, and highly structured material. Instructors who carry on the tutorial work do not need to be highly trained, and there is no need for additional equipment such as machines and special games. No one method is specified; a variety of environmental, emotional, and intellectual situations should be employed so that modifications, variations, and alterations can be made whenever necessary. References are included. (RT)

356. ED 031 367

RE 001 760

Cohen, S. Alan

Studies in Visual Perception and Reading in Disadvantaged Children.

Pub Date Mar 69

Note--12p.; Paper presented at the 12th annual meeting of the College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors--*Disadvantaged Youth, Elementary Grades, Intelligence Tests, Perception Tests, *Reading Ability, Reading Research, Secondary School Students, *Visual Perception

Two studies were carried out to measure the difficulties in visual perception which affect the reading abilities of disadvantaged children. The first study involved children in the first grades of eight poverty-area schools. Results reinforced earlier findings that urban disadvantaged children scored poorly on tests of visual perception. Perceptual training programs did not appear to have much positive effect. A second study using high school students found that visual perception and intelligence test scores were highly correlated, indicating overlap of behavior tapped. Results of these and other studies led to the conclusions that, since correlations existed between visual perception and intelligence test measures, visual perception training might raise intelligence test scores but not necessarily reading scores. Also, while some children need perceptual training, this should not be substituted for reading readiness measures and methods. References are included. (MD)

357. ED 031 368 RE 001 768
Christ, Frank L.
The SR/SE Laboratory: A Systems Approach to Reading/Study Skills
Counseling.
Pub Date Dec 68
Note--8p.; Paper presented at the National Reading Conference
meeting, Los Angeles, Dec. 5-7, 1968.
Available from--1968 National Reading Conference Yearbook

Document Not Available from EDRS.

Descriptors--*College Programs, *College Students, Individual
Counseling, Individual Study, Reading Skills, Student Improve-
ment, Study Skills

In order to provide self-improvement through a combination of individualized learning and personal attention, the Survey of Reading/Study Efficiency Systems Laboratory is available to all Loyola University of Los Angeles students. The Student Personnel Services directs the Laboratory, which is composed of a number of centers located in the student union, the library, several residence halls, and a fraternity house. Reading and study skills materials, including workbooks, programed texts, tapes, records, filmstrips, and tests are available for individual student use under the direction of a counselor. Lists of currently used materials are found in the Manual for Instructors and Counselors and in the Personal Program Guide. References are included. (MD)

358. ED 031 369 RE 001 769
Jacobson, George W. Nelson, Emily
American Language Skills: An Integrated Reading, Writing, Speak-
ing, and Listening Program.
Pub Date Dec 68
Note--6p.; Paper presented at National Reading Conference meet-
ing, Los Angeles, Dec. 5-7, 1968.
Available from--1968 National Reading Conference Yearbook

Document Not Available from EDRS.

Descriptors--*College Curriculum, College Freshmen, *Communication
Skills, *Language Arts, Listening Skills, Reading Instruction,
Reading Skills, Speaking, Writing Skills

Establishment of Southwest Minnesota State College, a new 4-year college, has made possible the creation of an American Language Skills course to replace traditional freshmen English. Program emphasis is on integration and coordination of reading, writing, speaking, and listening skills. Students receive lectures on the

reading process and on the use of materials. They spend time each week in individualized study in the campus Reading Center. Testing is done at the beginning and end of the term, using the Triggs Upper Level Survey, Forms A and G. Percentage gains in rate, vocabulary, and comprehension are greater for the group having the integrated program than for a volunteer control group receiving no reading instruction. (MD)

359. ED 031 370 RE 001 771
Lowe, A. J.
Educated Adult Reading Programs: What's Needed.
Pub Date Mar 69
Note--9p.; Paper presented at the 12th annual meeting of the College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.55

Descriptors--*Adult Reading Programs, Content Reading, Critical Reading, *Program Content, Rapid Reading, Reading Habits, Study Skills

Five topics for suggested study in an educated-adult reading program are presented in outline form. Rapid reading is seen as a major goal of most participating students, and critical reading, listening, writing, and speaking are noted as important subjects to be covered. Study methods, techniques for reading problems in science and math, and general reading habits are included. Getting students to practice at home is noted as a significant challenge for such a program. Useful materials are listed, and a careful use of tests is advised. A discussion on what improvements may be expected is recommended. (RT)

360. ED 031 371 RE 001 777
Ward, Byron J.
Inservice Education Programs for Public School Teachers.
Pub Date Mar 69
Note--10p.; Paper presented at the 12th annual meeting of the College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--*Inservice Programs, *Inservice Teacher Education, *Reading Instruction, Reading Material Selection, Scheduling, Teaching Methods

Inservice education programs for public school teachers are needed for these, among other, reasons: (1) to provide teachers with preparation for teaching reading since this is often not done by colleges and universities and is often not required for state department certification; (2) to help teachers keep abreast of the latest research in the field of reading; and (3) to help teachers evaluate the vast amount of new materials available. The paramount consideration in providing an effective inservice education program is the teachers for whom it is established. Therefore, meeting times, selections of topics to be covered, and methods used to present these topics should be decided with teachers in mind if the program is to meet their needs. Inservice programs can be conducted by the inservice educator employed by the school system or by university personnel obtained on a consultant basis. One reference is noted. (MD)

361. ED 031 372

RE 001 778

McCarthy, Jeanne McRae

Classroom Programming for Children with Learning Disabilities.

Pub Date Apr 69

Note--15p.; Paper presented at the 47th Annual Convention of the Council for Exceptional Children, Denver, Colo., April 6-12, 1969.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--*Classroom Techniques, Consultants, Diagnostic Teaching, *Instructional Materials, *Learning Disabilities

Basic tenets underlying the philosophy of programing for children with learning disabilities are presented. Focus is placed on the involvement of the classroom teacher utilizing clinical teaching which matches the demands of the task to the cognitive style of the learner. It is pointed out that learning disabilities range in degree from mild to severe and require a variety of treatment programs. A team approach requiring the support of the administration and the involvement of consultants, parents, and even students is seen as necessary to success. Materials are listed in the areas of reading, language arts, science, social studies, and math, and emphasis is placed on adjusting materials and teaching techniques for these children. Continual followup, evaluation, and revision are recommended. The paper emphasizes that classroom programing for children with special learning disabilities nearly always includes planning for use with the regular classroom teacher. (RT)

362. ED 031 373

RE 001 780

Millman, Howard L.

Out-Patient Diagnostic and Remedial Services for Children with Minimal Cerebral Dysfunction.

Pub Date Apr 69

Note--26p.; Paper delivered at the 47th Annual Convention of the Council for Exceptional Children, Denver, Colo., April 6-12, 1969.

EDRS Price MF-\$0.25 HC-\$1.40

Descriptors--*Clinical Diagnosis, Counseling, *Evaluation Techniques, Medical Treatment, *Minimally Brain Injured, Parent Counseling, Perceptual Motor Coordination, Recreational Programs, *Remedial Instruction, Special Education

The activities of a child guidance clinic which diagnoses and treats children with minimal cerebral dysfunction are described. Minimal brain dysfunction is explained, and diagnostic steps are discussed. As a major function of the program, neurological, optometric, auditory, oral, general physical, educational, and psychological evaluations are conducted, preferably at one center. Specific recommendations are then made according to the strengths and weaknesses revealed by the battery of tests. These recommendations often include special school, special class, additional training within a regular classroom, visual-motor training, counseling, relevant recreational programs, and parent counseling groups. Effective methods for presenting test findings to the parents are discussed, and the activities of parent counseling groups, which are viewed as an essential part of the clinical program, are described. A bibliography is included. (RT)

363. ED 031 374

RE 001 781

Ironside, Roderick A.

Who Assesses Reading Status and Progress--Tests, Teachers, or Students?

Pub Date Mar 69

Note--11p.; Paper presented at the 12th annual meeting of the College Reading Association, Boston, Mass., March 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Colleges, Goal Orientation, *High Schools, *Reading Programs, Reading Skills, *Student Evaluation, *Student Participation, Testing

Student involvement in the assessment of reading status and progress is important, because the effectiveness of teachers and

tests as evaluators has limitations. Translating test results into meaningful behavioral descriptions is a difficult task, and teacher assessment is sometimes limited by the temptation to respond quickly and definitely to a single factor such as a score, an incident, or an aspect of reading. Teachers exhibit a tendency to assess the status and needs of a student and then to conduct improvement programs which often ignore those needs. The students, because of personal motivation and understanding, can help to define realistic objectives for reading and studying and for assessing their own performances. Students' needs and goals are essential elements in devising reading improvement programs on the high school and college levels. (RT)

364. ED 031 375 RE 001 816
Anderson, Lorena A.
How to Read a Popular Article on Reading.
Pub Date May 69
Note--11p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Critical Reading, Opinions, *Parents, Periodicals, Reading Programs, Reading Research

Some problems inherent in popular magazine articles concerning reading are discussed, and some suggestions for careful reading of them are given. It is suggested that the reader consider the following questions concerning popular magazine articles on reading: (1) What background does the author have? (2) What number of people have been involved in the research described? (3) What is the dollars and cents cost of the program described? and (4) What critical and analytical reading skills taught to children should be applied to reading the article? (MD)

365. ED 031 376 RE 001 818
Artley, A. Sterl
The Teacher Variable in the Teaching of Reading.
Pub Date May 69
Note--20p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors--*Educational Research, Effective Teaching, *Reading Research, Research Methodology, *Research Needs, Student Teacher

Relationship, Teacher Behavior, Teacher Characteristics,
*Teacher Education, Teacher Evaluation

Review of research literature has led to the conclusion that it is the teacher, more than the material, the method, or any other variable, that makes the greatest difference in children's reading achievement. Measuring teacher abilities and effectiveness is, however, a difficult if not impossible task unless teaching is defined in terms of teacher behavior as related to pupil behavior and cognitive aspects of learning. Future research should be concerned with (1) formulating a broad and inclusive concept of reading maturity, (2) making decisions on how to measure correlates of reading growth, (3) ascertaining teacher characteristics and behavior which are most effective in promoting these assumed factors or variables, (4) subjecting each assumed factor to measurement and determining its relation to pupil growth in reading, and (5) using all of this information to improve programs of teacher education in reading. References are included. (MD)

366. ED 031 377 RE 001 819
Athey, Irene
Affective Factors in Reading.
Pub Date 2 May 69
Note--29p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 2, 1969.

EDRS Price MF-\$0.25 HC-\$1.55

Descriptors--*Affective Behavior, Anxiety, Attitudes, Cognitive Development, *Emotional Development, Environmental Influences, *Learning Readiness, Models, *Reading Development, Self Concept, Theories

A discussion of the role of affective factors in reading within the framework of the substrata factor theory is presented. The substrata factor theory and theories of the intellect are briefly discussed, and the absence of affective factors in these theories is pointed out. These affective factors are seen as influential in the individual's working system for solving problems, including the problem of learning to read. Learning to read is viewed as a developmental task imposed by society at the time the child enters school, and his previous history in coping with earlier problems and challenges is concluded to influence his approach to this latest task. Research studies discussing such affective factors as self-concept, autonomy, anxiety, an accurate perception of reality, environmental mastery, and attitudes toward learning

are reviewed, with emphasis on their influence on learning to read. The need for greater clarification of educational objectives in the affective domain and better methods for evaluating the accomplishment of these objectives are noted. A bibliography is included. (RT)

367. ED 031 378

RE 001 821

Bissett, Donald J.

The Usefulness of Children's Books in the Reading Program.

Pub Date May 69

Note--11p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*Childrens Books, Literature, Reading Development, Reading Instruction, Reading Materials, Reading Programs

Suggestions of potential uses for non-textbooks in classrooms are made according to the conviction that books should be a central portion of reading instruction. In readiness and initial reading instruction non-textbooks can be used to create a desire to read, to develop readiness skills, to develop reading skills associated with comprehension and word study, and to provide entry into literature. In later stages of reading instruction books can be used to practice reading skills, to individualize instruction, and to stimulate voluntary reading. Research into the use of books in these ways is surveyed, and the conclusion is reached that the teacher will find many specific ways to use non-textbooks in his classroom. References are included. (MD)

368. ED 031 379

RE 001 852

Kerfoot, James F.

What Parents Should Know About Reading Comprehension.

Pub Date May 69

Note--8p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.50

Descriptors--*Comprehension Development, Critical Thinking, Group Relations, Language Development, Listening, *Parents, Prereading Experience, Questioning Techniques, *Reading Comprehension, *Teaching Methods, Word Recognition

Comprehension is seen as involving meaningful communication between author and reader. Different degrees of comprehension such as literal comprehension, evaluation, reorganization, and reaction are discussed, and experience, intelligence, language development, and decoding skills are noted as important factors which influence reading comprehension. In addition to perceptive questioning and group discussions, using a wide variety of materials, giving background information, and utilizing listening activities are included as teaching strategies for developing comprehension. Parental understanding of reading comprehension and how it is achieved is seen as an important contribution to the child's educational success. References are included. (RT)

369. ED 031 380 RE 001 856
Maxwell, Martha J.
Improving Flexibility Through Skimming and Scanning Training.
Pub Date May 69
Note--11p.; Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.65

Descriptors--*College Programs, Rapid Reading, Reading Materials, *Reading Skills, Reading Speed, Study Skills, Teaching Techniques

The rationale and techniques for developing skimming and scanning skills with college students are discussed, and it is noted that perfecting these skills involves changing some basic attitudes towards reading such as the ideas that one needs to read every word and that increasing speed decreases comprehension. Lengthy passages in regular college texts were chosen as effective materials to develop skimming and scanning skills, and exercises were developed for skimming for main ideas and for scanning for details and/or specific words or phrases. Techniques for improving skimming and scanning skills which include controlling the amount of time spent on exercises, analyzing the author's organization, and reading the first and last paragraphs are briefly presented. Preliminary studies indicated that including skimming and scanning training in short rapid-reading courses resulted in increased rate gains and that it may produce more flexible readers. References are included. (RT)

370. ED 031 381 RE 001 860
McCracken, Robert A. Brown, Salome E.

A Study of the Achievement of First Grade Pupils in Pronouncing Words Presented in Isolation in Capital and Lower Case Orthography.

Pub Date 1 May 69

Note--10p.; Paper presented at the International Reading Association Conference, Kansas City, Mo., April 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$0.60

Descriptors--Elementary School Students, Grade 1, *Orthographic Symbols, Primary Grades, *Pronunciation, Reading Research, Reading Tests, *Word Recognition

A total of 339 pupils from 99 first-grade classes were tested over a 2-year period to determine whether they could pronounce words presented singly, out of context, equally well when they were printed with all capital letters, first letter only capitalized, or all lower case orthography. The Isolated Word Recognition test of the Standard Reading Inventory was used. The scores were significantly in favor of higher achievement on words presented in all lower case orthography. The findings supported the contention that configuration may be important in recognizing words. This support was inferential only in that the data did not refute the idea of configuration; a refutation would have been made if performance in both forms had been equal. The findings gave a mixed interpretation for the usefulness of modified or augmented alphabetic systems, since the moving from lower case orthography to capital orthography might be viewed as a problem of transfer. There was an average achievement difference of about 25 percent, favoring better performance with lower case orthography. References and tables are included. (Author/MD)

371. ED 031 382

RE 001 865

Newman, Harold

Pitfalls and their Avoidance in Teaching Phonics.

Pub Date Mar 69

Note--19p.; Paper presented at the College Reading Association conference, Boston, Mass., Mar. 13-15, 1969.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--Beginning Reading, Individualized Instruction, *Phonics, *Reading Instruction, *Teaching Methods, Teaching Procedures, Teaching Techniques

A discussion of several shortcomings of phonics instruction is aimed at aiding teachers in avoiding such pitfalls as (1) following just one method of phonics instruction whether or not it is

helpful to children, (2) treating all children alike and teaching them all the same phonetic elements at the same time, (3) continuing an approach regardless of its effectiveness with some or all children in a class, (4) treating phonics and phonetics as if they were the same, and (5) adhering to pronouncements by experts without scrutiny of their value in immediate circumstances. Examples of these pitfalls are given, along with suggestions for avoiding them. The conclusion is reached that an eclectic approach to phonics should be taken by teachers in order to provide individual children with the particular help they need in whatever way they can best learn. (MD)

372. ED 031 383 RE 001 866
Oakland, Thomas
Relationships Between Social Class and Phonemic and Nonphonemic Auditory Discrimination Ability.
Pub Date Feb 69
Note--20p.; Paper presented at the American Educational Research Association conference, Los Angeles, Calif., Feb. 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$1.10

Descriptors--*Auditory Discrimination, *Auditory Tests, *Auditory Training, *Culturally Disadvantaged, Language Skills, Phonemes, Reading Research, *Socioeconomic Status

The relationships between social class membership and performance on phonemic and nonphonemic auditory discrimination tests were examined. Three socioeconomic groups (upper-middle class (UM), upper-lower class (UL), and lower-lower (LL) class) of 20 subjects each were administered the Wepman Auditory Discrimination Test and nonphonemic auditory discrimination tests of intensity, frequency, and pattern. The socioeconomic status of all Caucasian students within six first-grade classes was determined by ratings on the Index of Status Characteristics. A table of random numbers was used to assign the subjects to each of the socioeconomic groups. On the Wepman test the UM group and the UL group performed significantly better than the LL group. On the nonphonemic auditory discrimination tests, the UM group performed significantly better than did the UL or the LL groups on seven of 12 measures. On no measure was a lower socioeconomic group significantly better than a higher socioeconomic group. Correlations between error scores on the Wepman test and error scores on the nonphonemic auditory discrimination tests seem to indicate that the phonemic and nonphonemic tests measure somewhat different abilities, and the use of combined results is recommended. Tables and references are included. (WB)

373. ED 031 384

RE 001 871

Rosen, Carl L.

Some Needed Research Regarding the Language and Reading Instructional Problems of Spanish Speaking Children.

Pub Date 1 May 69

Note--18p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.00

Descriptors--*Bilingual Education, *Bilingualism, Compensatory Education Programs, Curriculum Research, English (Second Language), *Language Research, Reading Development, *Reading Research, *Research Needs, Spanish Speaking

Three major areas of needed research in language and reading development for children of Spanish-speaking backgrounds are presented in a general overview. The first area of need is that of normative and descriptive studies of prelearning processes. This includes analyses of language base and home language behavior and is aimed at a more precise description of bilingual style. The second area of need is that of compensatory educational programs. These should be based on research and experimentation designed to determine language characteristics and needs. The third area of need is that of research in curriculum and materials modifications. Present curricula should be researched and evaluated, and new and innovative curricula should be designed which reflect research findings. An extensive bibliography of material reviewed is included. (MD)

374. ED 031 385

RE 001 873

Sawyer, Robert N.

The Effect of Specialized Developmental Reading and Study Skills Instruction and Counseling on a Sample of Students with Above Average Quantitative and Below Average Verbal Skills.

Pub Date 69

Note--13p.

EDRS Price MF-\$0.25 HC-\$0.75

Descriptors--College Freshmen, College Programs, *College Students, Counseling, Developmental Reading, *Reading Instruction, *Reading Programs, Reading Research, Study Skills

An investigation was made of the success of a developmental reading program with students possessing limited skills, the effect of reading instruction and counseling on grade point average, and the effect of reading instruction and counseling on

attrition rate. Ninety freshmen students from the University of Missouri-Rolla were divided into three groups and matched on five psychometric variables. The experimental group was provided instruction in developmental reading and study skills; counseling service was provided on a voluntary basis and was initiated at the time of registration. All reading data were collected by pretest and post-test procedures. The semester hours attempted and passed, the semester grade point average, and the attrition rates were collected at the completion of each semester for 3 semesters. A significant difference was noted between initial and final reading rates without any significant decrease in comprehension; grade point averages were significantly higher, and attrition rate was significantly lower for the experimental group than for either control group. Subjects gave positive evaluations of the program and encouraged continuance and expansion. References and tables are included. (Author/MD)

375. ED 031 386

RE 001 879

Van Etten, Carlene

Ingredients (Immediate Materials Selection).

Pub Date Apr 69

Note--15p.; Paper presented at the Council for Exceptional Children conference, Denver, Colo., Apr. 6-12, 1969.

EDRS Price MF-\$0.25 HC-\$0.85

Descriptors--Content Analysis, Indexing, *Information Retrieval, *Information Storage, Instructional Materials, *Instructional Materials Centers, Reading Materials, Resource Centers, Resource Materials

A prescriptive materials laboratory, called the Educational Modulation Center, (EMC) provides teachers and consultants with immediate access to materials for use in specific teaching situations. Materials included in the EMC files are carefully analyzed according to mental age level, material format, general and specific content, stated purpose, the amount of coverage devoted to various skills, organization, type of activity, print size, price teaching aids, and source availability. All entries are numbered and indexed, using thesaurus index terms, and are stored using an optical matrix system. Potential users consult the thesaurus for terms covering the subject in which they are interested, scan the cards corresponding to the term, and select the materials which will fit their needs. (MD)

376. ED 031 387

RE 001 880

Wapner, Irwin

The i/t/a in Lompoc: A Longitudinal Study.

Pub Date 2 May 69

Note--19p.; Paper presented at the International Reading Association conference, Kansas City, Mo., Apr. 30-May 3, 1969.

EDRS Price MF-\$0.25 HC-\$1.05

Descriptors--Elementary School Students, *Experimental Curriculum, *Initial Teaching Alphabet, *Longitudinal Studies, Primary Grades, Reading Programs, Reading Research, Reading Tests, Sex Differences, Standardized Tests, Statistical Studies

Five hypotheses were tested in two longitudinal studies involving i/t/a used with primary-grade children in the Lompoc Unified School District of California. Parents were allowed to request i/t/a training, teachers were given instruction in i/t/a, and children received i/t/a training in first grade. Reading sections of the Stanford Achievement Test, Primary I, were given in both i/t/a and T.O. forms at the end of first grade, and T.O. forms were given at the ends of grades 2 and 3. Results concerning the five hypotheses showed (1) that i/t/a-trained children outperformed T.O.-trained children in grade 1, but not in grades 2 or 3; (2) that boys did not equal girls in achievement with i/t/a training; (3) that boys who were i/t/a-trained outperformed T.O.-trained girls in grade 1, but not in grades 2 or 3; (4) that older i/t/a- or T.O.-trained children outperformed younger children at grades 1, 2, and 3; and (5) that young i/t/a-trained children outperformed older T.O.-trained children in grade 1, but not in grades 2 or 3. Tables of test results are included. (MD)

377. ED 031 388

RE 001 956

Holden, Marjorie H. MacGinitie, Walter H.

Children's Conceptions of Word Boundaries as a Function of Different Linguistic Contexts.

Pub Date Feb 69

Note--12p.; Paper presented at the conference of the American Educational Research Association, Los Angeles, Calif., February 5-8, 1969.

EDRS Price MF-\$0.25 HC-\$0.70

Descriptors--Auditory Evaluation, Beginning Reading, *Kindergarten Children, *Language Research, Linguistics, Reading Readiness

An evaluation of kindergarten children's awareness of lexical units and of the relationship of this variable to prediction of

beginning reading is presented. Eighty-four kindergarten children--47 boys and 37 girls--served as the subjects and were tested individually for their ability to identify word boundaries spoken in sentences. The study concluded that function words were more difficult to isolate than words having more lexical meaning. The child's sensitivity to the rhythmic aspects of an utterance may influence the way he segments that utterance. Correlations between the testing instruments used in this study and reading readiness test scores were low. Additional conclusions, references, examples of test items, and response patterns are included. (RT)

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